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Student Conference on Educational Sciences

ABSTRACT BOOK

6- 7 May 2023
Istanbul- Turkey

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MEF EĞİTİM KURUMLARI

ARIKANLI HOLDİNG

6 Mayıs 2023 / Cumartesi
6 May 2023 / Saturday

Time / Saat Place / Yer	*Main Speeches / Ana Konuşmacılar / Main Hall (A 03)*				
10.00-10.30	*Prof. Dr. Muhammed Şahin -Opening Speech - Rector of MEF University*				
10.30-11.00	*Prof. Dr. Erhan Erkut - YETGEN Founder, TTO Director*				
11.00-11.30	*Prof. Dr. Mustafa Uysal - Dean of MEF Faculty of Education*				
11.30-12.00	*Ilhan Tangal - Vice General Manager at MEF International Schools*				
12.00-12.30	*Assoc. Prof. Dr. Gülçin Mutlu - Izmir Demokrasi University*				
12.30-13.30	*Lunch Break / Öğle Arası*				
Time / Saat Place / Yer	**ROOM 1 A 413**	**ROOM 2 A 414**	**ROOM 3 A 312**	**ROOM 4 A 313**	
MEF UNIVERSITY CONCURRENT WORKSHOPS 1 13.30-14.30	**Assist. Prof. Dr. Servet Alten** - MEF University **Duration:** 60 Minutes **Title of the workshop:** A Kaleidoscopic View on International Baccalaureate Programmes **Room Assistant:** Damla Nur Atmaca	**Mesutşe Ordaşı** - Istanbul Technical University **Duration:** 60 Minutes **Title of the workshop:** The Art of Leadership and Compassionate Listening in Education **Room Assistant:** Buket Bayrara	**Prof. Dr. Miroslava Cernochova** - Charles University **Dr. Hasan Selçuk** - University of Latvia **Duration:** 60 Minutes **Title of the workshop:** How Robots Tasks Can Contribute to Computational Thinking Development **Room Assistant:** Ayşenur Yetmezer	**Deniz Hanal Karabulut** - MEF University **Duration:** 60 Minutes **Title of the workshop:** Çocuk Değerlendirme Teknikleri **Room Assistant:** Melisa Ceyder	
MEF UNIVERSITY CONCURRENT WORKSHOPS 2 14.30-15.30	**Dr. Gülnara Babashova** - EYUDER Azerbaycan Temsilcisi **Duration:** 60 Minutes **Title of the workshop:** Sınıfta Etkili Öğretim Yöntemleri **Room Assistants:** Kemile Sare Aybakan	**Vincent Henry Stoskiewicz** - MEF University **Duration:** 60 Minutes **Title of the workshop:** Student-Centered Learning Assessment: Goal Setting and Evaluation **Room Assistant:** Ali Eren Doğaner	**Özlem Bilge** - IGMED MEÇ Okulları **Duration:** 60 Minutes **Title of the workshop:** Sürdürülebilir Kalkınma Amaçlarının Ders Programlarına Entegrasyonu **Room Assistant:** Funda Dereli	**Esin Yılmaz Arıkkar**- Esin Yılmaz Eğitim Danışmanlık **Duration:** 60 Minutes **Title of the workshop:** Değişen Dünyada Sosyal Duygusal Öğrenme ve Öğrenci Koçluğu **Room Assistant:** Sena Semerci	
15.30-16.00	*Coffee Break*				
	CONCURRENT SESSIONS				
Time / Saat	**ROOM 1 A 413**	**ROOM 2 A 414**	**ROOM 3 A 313**	**ROOM 4 A 312**	**ROOM 5 A 314**
MEF UNIVERSITY 16.00-17.30	**Chair: Assoc. Prof. Dr. Hatime Çiftçi** **Mümeyyet Şen & Işık İrem Öztürk 202334** The Impact of Using L1 on L2 Vocabulary Learning at the University Level L2 Classes **Buket Temel & Ayşe Burazcı Bayıldız 202340** Home-Based Parental Engagement in Elementary School English Lessons **Selin Ergüzel & Caner Uta 202359** English Language Teachers' Beliefs on Integrating Interculturality into ELT Materials **Merve Saraç 202361** Understanding Personality Traits of Turkish Undergraduate Students **Dilanur Orhan 202314** Types of Tasks and Activities used in English Language Classrooms at Secondary Schools in Turkey **Faruk Yiğit Akgöz & Hasan Efe Yaroğlu 202323** Use of Web 2.0 Based Gamification in K12 EFL Classrooms in Turkey and Effects of Competitive Gamesets on Student Motivation and Competitive Attitude **Ege Özel 202386** Suggestions as a Speech Act by Turkish EFL Users: A Discourse Completion Task Study **Assistant: Faruk Yiğit Akgöz**	**Chair: Assist. Prof. Dr. İ. Burak Ünsaz** **Ayşegül Erdem & Esra Buse Özkan 202332** Prospective Teachers' Thinking and Noticing When Analyzing Videos of Themselves and Peers' Teaching **Büşra Dereci & Neslihan Alşefa 202328** Math Anxiety Levels of Middle School Students' Parents **Sena Çetin 202327** The Feedback Types given to Lesson Plans in Online Laboratory School **Ayşegül Koyuncu 202374** The Nature of Feedback: Online versus Face-to-Face Implemented Lessons **Merve Çelik & Rojhin Aydın 202337** Misconceptions of MEF University Teacher Candidates about Fractions **Assistant: Ayşegül Erdem**	**Chair: Assist. Prof. Dr. Derya Altınmakas** **Ahsen Nur Özbiler & Sonaylin Havva Akkaya 202347** The Attitudes of English Language Teachers with Teaching Experience for 15+ Years Towards Educational Technology Tools **Egemen Tütün 202312** The Impacts of Flipped Learning on Students' Motivation for Learning Skills at Tertiary Level L2 Classes **Ece Güney Yıldızlıtaş 202344** The Usage of Instructional Technologies in Grammar Teaching in Pop Schools in Turkey **Zeynep Kuzu 202349** School Type Factor in Second Foreign Language Acquisition of English **Aycan Kotan & Burak Temizel 202352** English Language Teacher's Perspectives on Technology Integrated Education: Emphasis on Covid-19 **Rukiban Coşkun & Gökhan Ak 202310** An Investigation into Students' Mental Health Issues: Causes and Potential Solutions **Assistant: Merzan Anli Erkaert**	**Chair: Assist. Prof. Dr. Şükrü Nural** **Ecem Alan & Alara Melike Şanlıoğlu 202316** The Effects of Classroom Routines on Novice Kindergarten Teachers' Classroom Management and Young Learners' Well-being During EFL Lessons **Hümeyra Ay 202326** The Use of Materials in Teaching English to Young Learners in Turkey **Melani Konca 202313** Teachers' Beliefs and Practices of Vocabulary Teaching in EFL Classrooms **Mert Aytiz Güler & Canberk Güler 202335** To What Extent Does the Teacher's Enthusiasm Impact K12 Students' Motivation and Success in the English Language Classrooms? **Berat Oğuhan Turhan 202354** Importance of Motivation in Learning and Teaching English **Rayza Solen & Ayşe Nur Özdemir 202319** Native and Non-native English Teachers' Judgements about the Quality of Texts in Local ELT Textbooks in Türkiye **Assistant: Alara Melike Şanlıoğlu**	**Chair: Research Assistant Selman Everit** **Liana Leticya Cingöz 202345** Developing Students' Critical Thinking Skills in English Language Classrooms **Rıza Güney & Ezgi Coşkun 202346** Students' Perceptions about Field-specific Content in ESP Contexts **Sinal Doğan 202309** The Effects of Parents' Educational Background and Interest in English on the ELL of K-12 Students **Oğuhan Doğan 202342** Willingness to Communicate in Middle School Students **Beyza Nur Sevim 202321** Exploring Student and Teacher Perspectives on Teaching Explicit Grammar To Young Learners **Caner Demiray 202301** Understanding Personality Traits of Turkish Speakers of English at MEF University Preparatory School **Assistant: Gizem Kapıyeldeş**
	ROOM 6 A 315	**ROOM 7 A 305**	**ROOM 8 A 306**		
	Chair: Research. Assist. Dr. Bengi Birgül **Memmmo Bayar 202358** Statistical Anxiety of Elementary Math Teacher Candidates and Its Relationship with Math Anxiety **Ayşe Sena Sarıkaya & Rümeysa Bocarlı 202351** The Effect of Using Classroom Management Techniques on Success in Online Laboratory School **Ozgenur Sonsoy & Seyma Nur Kurtulus & Duygu Mevsim 202370** Investigation of the Effect of Mathematics Anxiety on the Question Solving Skills of Secondary School Students by Behavioral and Neuroscientific (Optical Brain Imaging) Methods **Zeliha Mulkoroek & Ecem Nur Orhan 202336** The Relationship between the Technology Competencies of the Teacher Candidates and their Perspectives on the Use of Technology in Education **Gökçe Sezgeç & Selima Berkil Öztürk 202376** The Teaching Experiences of the Pre-Service Teachers Working in the OLS and the Feedback **Assistant: Damla Nur Atmaca**	**Chair: Assist. Prof. Dr. Melike Acar** **Büşra Kalaltaş 202367** On Cognitive and Behavioral Emotion Regulation Influence Moral Judgments of Trolley Car Dilemmas in Adolescence and Early Adulthood? **Bayda Güngör 202303** Can Children Have Diverse Beliefs about Personal, Social-Conventional, and Moral Issues? A Study on the High School and College Students' **Meyra Özdöven 202341** The Impact of Perceived Gender Roles and Occupational Stress on Job Satisfaction Among White-Collar People Over the Age of 24, in Istanbul **Elif Tanyeri 202350** Parental Control, Parental Intervention to Personal Domain, and Depression Among Adolescents **Yağmur Cılga 202348** Social Anxiety, Self-Compassion, and Perceived Social Support: Comparison of High School and University Students **Damla Çelik 202305** The Relationship between Perfectionism, Self-Acceptance and Gender with Depression in Emerging Adults **Irem Sümeyra Altın 202331** The Relations Among Social Media Addiction, Depression, and Parental Psychological Control **Assistant: Ayça Ergasay**	**Chair: Assoc. Prof. Dr. Ezgi Tuğin Demiröz** **Serdenur Sakin 202345** Fueling the Future of Relationship Anxiety as a Response to Emotional Abuse Experience: The Mediating Role of Rumination in Emerging Adult Women **Mina Sila Çelik 202333** Phubbing Matters: The Association Between Avoidant Attachment and Tendency to Infidelity in Dating College Students **Elif Kaşar 202339** Perks To Sexual Violence Victimization in Young Adults: Myth Believer and Not Assertive **Sonay Saraç 202329** Parent - Child Relationship Dynamics of Emerging Adults on Depression and Self-Actualization **Ayşe Nur Dereci 202357** Cultivating Self-Compassion to Boost Body Satisfaction and Healthy Eating Behaviors: Evidence from Emerging Adults **Sude Nur Kahyaoğlu 202372** The Effects of DERSDEM BDHERB Tutoring Project on the Social and Academic Development of Disadvantaged Secondary School Students **Assistant: Sevde Özsümsir**	

7 Mayıs 2023 / Pazar
7 May 2023 / Sunday

	Main Speeches / Ana Konuşmacılar / Main Hall)				
10.00-10.30	*Prof. Dr. Zeliha Tunç Pekkan -MEF University*				
10.30-11.00	*Gülüm Özkanat -Akgöz (English Language Teacher at MEB)*				
11.00-11.30	*Dr. Gözde Çevikoğlu (Eyüboğlu Schools)*				
11.30-12.00	*Ayşegül Erdem & Esra Buse Özkan (BA Students, Maths Department, MEF University), Faruk Yiğit Akgöz & Hasan Efe Yaroğlu (BA Student, ELT Department, MEF University & Başak Gözgöz (BA Students, GPC Department, MEF University)*				
12.00-12.15	*Sude Ekşen (MEF University School Within University Student Club President)*				
Zoom Link	https://mef-edu-tr.zoom.us/j/95596387885				
12.15-13.30	*Lunch Break / Öğle Arası*				
Time/Saat	**ROOM 1**	**ROOM 2**	**ROOM 3**	**ROOM 4**	**ROOM 5**
ONLINE CONCURRENT WORKSHOPS 1 13.30-14.30	**Güneş Erkan - Yenişehir Belediyesi Bilim ve Sanat Merkezi** **Duration:** 60 Minutes **Title of the workshop:** Yeniden Drama İle Çocuk Kitaplarına Yolculuk **Room Assistant:** Sueda Tamer	**Research Assistant Hande Özkan- MEF University** **Duration:** 60 Minutes **Title of the workshop:** Oküzlük Alanı Zorluğuna Çalışmak (Öğrenci-Veli-Öğretmen) **Room Assistant:** Yağmur Şengül	**Doç. Dr. Rukiye Didem Taylan - MEF University** **Duration** :60 Minutes **Title of the workshop:** Öğretim Tasarımı **Room Assistant:** Büşra Aşık	**Julio Hoba – Osca** - Universitat de València **Duration:** 60 Minutes **Title of the workshop:** Graphic Literature and the Sustainable Development Goals **Room Assistant:** Selma Aksöz	**Nail Türkoğlu** - Tallinn University **Duration:** 60 Minutes **Title of the workshop:** Design of Learning Games Logic **Room Assistant:** Ayşe İrem Pehlivan
ONLINE CONCURRENT WORKSHOPS 2 14.30-15.30	**Dr. Caroline Fell Korhan - MEF University** **Duration:** 60 Minutes **Title of the workshop:** Education in the Age of ChatGPT **Room Assistant:** Idil Tanrıöver	**Research Assistant Selman Everit - MEF University** **Duration:** 60 Minutes **Title of the workshop:** Identity and Indexicalities in Digital Discourse **Room Assistant:** İlknur Teymur	**Prof. Dr. Mustafa Özcan - MEF University** **Duration:** 60 Minutes **Title of the workshop:** Proje Temelli Eğitim **Room Assistant:** Doğa Balkan	**Juan Bolero Hernández** - Universitat de València **Duration:** 60 Minutes **Title of the workshop:** Classroom Journal: An Metacognition Evaluation Tool in Teacher Training **Room Assistant:** Selma Aksöz	**Sayyara Aliyeva** - Azerbaijan University of Languages **Duration:** 60 Minutes **Title of the workshop:** 21st Century Learning Design, Knowledge Construction **Room Assistant:** Şevval Aydoğan
Zoom Links	https://mef-edu-tr.zoom.us/j/89424837867?pwd=YnJhWGpNZnJjaVBkZ2VXbHFyWkNLdz09	https://mef-edu-tr.zoom.us/j/95524621368?pwd=ckZ1TkRMVWdUR2U3bHRHUFlyNjdrdz09	https://mef-edu-tr.zoom.us/j/92465911780?pwd=MUFTTlBMVlVvRUZCUlBrMEFlbjVNQT09	https://mef-edu-tr.zoom.us/j/85337716483?pwd=bDNvTVFUVnNDOUQQSm5nZkN5QXdsUT09	https://mef-edu-tr.zoom.us/j/88084498342?pwd=bkdUR3k4YkRCWXBNOWVLWFBKRWFsUT09
	CONCURRENT SESSIONS				
Time / Saat	**ROOM 1**	**ROOM 2**	**ROOM 3**	**ROOM 4**	**ROOM 5**
ONLINE 16.00-17.30	**Chair: Assist. Prof. Dr. İbrahim Burak Ünsaz** **Mustafa Kemal Şen 202302** Employability Skills in English Language Teacher Education Context **Berin Esma Işkın 202307** Oyun Videolarındaki İngilizcenin Farkındalığını - TÜBİTAK 2209-A Proje Sunumu **Tan Arda Gedik 202331** Individual Differences in lexicogrammatical in L1 as Obstacle in L2 Learning? **Orhan Beta Tülek 202320** An Overview of the State-of-the-Art AI-Based Systems in Language Education **Muhammet Negiz 202318** Dijital Çağın İngilizlik Geçitinden Geleceğe İşlenmesi:Bir Eğitimi ve İşletmecilik Okulları. Nitel Bir İnceleme **Muhammet Negiz 202369** İşlenmesi:Bir Eğitimlerde Sil Baştan. Nitel Bir İncelem **Gülşah Günay 202363** The Teaching Experiences of the Pre-Service Teachers Working in the OLS and the Feedback **Assistant: Damla Nur Atmaca**	**Chair: Research Assistant Selman Everit** **Dilara Kara Zorluoğlu & Assist. Prof. Gaye Delice** **Ceyhan 202310** Investigation of Students' Questions in the Science Communication Meetings **Sabiha Sena Özsan & Hümeyra Karabacak & Berna Elik 202379** Tüfe Değişkenlerini Tanıma Etkileri: Matematik Merkezli Bütünleşik STEM Ders Planı Örneği **Zehra Sena Kocaer & Zehra Koçyiğit 202389** Matematik ve Fen Bilimleri Merkezli Bütünleşik STEM Ders Planlarına Değerlendirilmesi **Gizem Dumanoğlu & Sinem Aydın & Talha Akbaş 202381** Why Flamingos Are Dying? Designing an Integrated STEM Lesson Plan in Climate Change Context **Ekrem Çapoğlu & Cahit Yoksu 202382** Okul Öncesi Öğretmenleri Tarafından Geliştirilen Bütünleşik STEM Ders Planlarının Değerlendirilmesi **Gizem Kapıyeldeş & Esma Sezai 202362** Intercultural Competence Experiences of Exchange Students **Assistant: Gizem Kapıyeldeş**	**Chair: Research Assistant Dr. Bengi Birgül** **Ilknur Teymur 202375** Okul Öncesi Öğretmenler Beden Dünyasıartık Kavramı Hakkında Ne Bilirler? **Idil Yeldan & Esra Bayramoar 202303** Nasıl Tükenmezde Olan Hayvanlar Hakkında Farkındalık Kazandırma Bağlamında erkenSTEM Ders Planı Geliştirilmesi: "Minik Caretaker Dersim" **Esra Bayramoar & Idil Yeldan 202307** Mühendislik Becerilerine Geliştirilmesi Bağlamında erkenSTEM Ders Planı Geliştirilmesi **Betül Atmaca 202304** Akıllı Değişkenlerin Uyum Bağlamında Bir erkenSTEM Ders Planı Geliştirilmesi: Evrimi Akıllı Değişkenler Planı Mı? **Sümeyde Gündüz Keskin 202305** An Investigation into Parental Involvement in English Language Learning at the Elementary School Level **Rebiât Çetin 202377** İşlenmesi Boyunca Sınıflarını Açmak ; Boyutu Bütüncül Öğrenmesi **Nuriye Yunuş Şahin 202371** İngilizce Derslerinde Web 2.0 Araçlarıyla Geliştirilen Etkinliklerin Üstün Yetenekli Öğrencilere Uygunluğu Etkisi **Assistant: Sude Sözen**	**Chair: Assist. Prof. Dr. Servet Alten** **Yüsuf Reha Işiyüzen 202398** How to Teach Python for Translation Online: A Case Study **Laura Vela Serrano 202367** Victorian Literary Mysteries: Linguistic Riddles and Newspaper Enigmas **Cristina María Tello Ibañez 202378** The Potential of Task-Based Learning and Songs to Tackle Gender (In)Equality in the EFL Classroom **Maraf Yasar & Idil Tanrıöver 202310** Students' Perceptions About Native and Non-Native English Speaking Teachers at the University Level **Pınar Furuncu & Zehra Aynaoğlu 202324** EFL Teachers' Perspectives towards The Effects of Group Work on Students' English Language Speaking Skills **Melda Gök 202355** EFL Learners' Challenges in Speaking Skills and EFL Learners' Strategies to Improve Speaking Skills **Assistant: Behr Şentürk**	**Chair: Assist. Prof. Dr. Derya Altınmakas** **Fatma Nur Yalınız & Gizem Mutlu Gülbak 202364** Increasing High School Students' Motivation Level for English Vocabulary and Academic Achievement through Jazz Method **E. Tuğçehan Bingöl 202365** Developing Intercultural Competence Through Educational Activities **Hikmet Alp Balaban 202366** ELSEM's Dersim Etüsü Ortaokul Öğrencilerinin Sosyal-Duygusal Becerileri ve Sosyal-Duygusal Bilgeliği **Duygu Sümeyra & Gizem Akbaba 202368** Covidsiz Psikolojik Danışmada Etik: Aday Psikolojik Danışmanların Görüşleri ve Durumları **Nesimi Kurum & Kübra Erdoğan 202369** Examining Exam Anxiety and Motivation Levels of 7th and 8th Grade Students **Özlem Doğan 202373** Investigating the Language Assessment Literacy of EFL Teachers **Assistant: Gamze Ergaaç**
Zoom Links	https://mef-edu-tr.zoom.us/j/89424837867?pwd=YnJhWGpNZnJjaVBkZ2VXbHFyWkNLdz09	https://mef-edu-tr.zoom.us/j/95524621368?pwd=ckZ1TkRMVWdUR2U3bHRHUFlyNjdrdz09	https://mef-edu-tr.zoom.us/j/92465911780?pwd=MUFTTlBMVlVvRUZCUlBrMEFlbjVNQT09	https://mef-edu-tr.zoom.us/j/85337716483?pwd=bDNvTVFUVnNDOUQQSm5nZkN5QXdsUT09	https://mef-edu-tr.zoom.us/j/88084498342?pwd=bkdUR3k4YkRCWXBNOWVLWFBKRWFsUT09
17.30-18.00	*Closing*				
Zoom Link	https://mef-edu-tr.zoom.us/j/95596387885				

The Attitudes of English Language Teachers with Teaching Experience for 15 + Years Towards Educational Technology Tools

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Abstract

There have been continuing discussions in our developing world about the usage of technology in various circumstances. The incorporation of technological tools into lessons, in particular, is highly discussed. Using Web 2.0 tools, teachers and students can collaborate to produce and build new, creative, and one-of-a-kind content. This study was designed using qualitative data collection methods and analyses from teachers with more than 15 years of experience. In this research, semi-structured interviews were conducted with English teachers working in public and private schools with more than 15 years of experience, and the teachers' perspectives towards technology were evaluated and the use of technology in the classroom was conducted. The answers were carefully recorded, transcribed, and examined. Since students are open to creative thinking and new innovations, English Teachers also have positive attitudes towards technology and follow new web tools and want to use them in the classroom.

Keywords: EFL Classrooms, Web 2.0 Tools, Public Schools, Private Schools

The Effects of Classroom Routines on Novice Kindergarten Teachers' Classroom Management and Young Learners' Well-Being During EFL Lessons

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Ecem Alan [2]

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Abstract

It is important for teachers to have prior teaching experience to handle the problems they may encounter during the lessons easily. These problems can be about classroom and time management and guiding the students. Nevertheless, when teachers start their profession, most of them are novices and do not know how to cope with these problems. They may even feel overwhelmed when they start working with young learners. To overcome this kind of feeling, this study hypothesized using classroom routines as beneficial tools. Therefore, this study aimed to find out how classroom routines help novice teachers manage their classes and how they affect their students' well-being. In the study, which was designed to be a case study, the participants were four novice kindergarten teachers working at a private school in Turkey. They were interviewed with nine open-ended questions about how and why they use classroom routines and how their students behave when they encounter the routines, and also, their lessons were observed. Hence, this is a qualitative study. The findings were analyzed, and key themes were found which demonstrated that using classroom routines helps teachers conduct their lessons fruitfully and that their students feel ready and happy.

Keywords: Novice Kindergarten Teachers, classroom routines, well-being, classroom management, young learners

English Language Teachers' Perspectives on Technology Integrated Education: Emphasis on Covid-19

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Burak Temizel [2]

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Abstract

Covid-19 has changed the way of life including the aspects of education, therefore, the way of teaching English was also altered leaning into more of a technological approach. The effects of Covid-19 is a controversial issue up till now, and in the education field, there are different ideas and perspectives of teachers who had experienced the process of the pandemic. With all of the changes, the thoughts and perceptions of English teachers on the use of technology in the classes became more important. Therefore, the topic of English Language teachers' perspectives on technology integrated education by considering the effects of Covid-19 had been investigated in this paper. While investigating the issue, quantitative research design had been established by using an online survey which was sent to participants via Google Forms. There were 21 participants in total 17 of them being female and 4 of them being male. The respondents were from different school backgrounds such as private and public. The participants stated their grounds by facing and reacting to 39 statements about the kinds of perceptions on the technology usage in education on a Likert-type scale of 1 to 5. The data was analyzed by averaging out the different dimensions of the survey. Study revealed that English Language Teachers tend to have positive perceptions and attitudes towards using technology in their classrooms.

Keywords: Covid-19, education, technology

Cultivating Self Compassion to Boost Body Satisfaction and Healthy Eating Behaviors: Evidence from Emerging Adults

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Abstract

Research on body image is increasing globally, but more research is needed in Turkey. Not everyone with low self-compassion has disordered eating behaviors. There must be some mediating factors, one of which may be body dissatisfaction. Therefore, this study investigated the mediating role of body satisfaction in the relationship between self-compassion and disordered eating behaviors. A total of 506 people (M = 22.18; SD = 3.07) aged between 18 and 30 participated in the study through an online questionnaire and were evaluated on the Body Appreciation Scale-2 (Tylka & Wood, 2015), Self-Compassion Scale (Neff, 2003), Eating Attitudes Test-26 (Garner & Garfinkel, 1979), and demographic information form. Mediation analysis was performed via PROCESS (Model 4, Hayes, 2018, version 3.5), a plug-in macro for SPSS, to test the hypotheses. We confirmed our first hypothesis that self-compassion is positively associated with body satisfaction. [β = .593, t(504) = 17.917, 95% CI (.528, .658)]. We also supported our second hypothesis that body satisfaction is negatively related to disordered eating. [β = -.860, t(503) = -8.412, 95% CI (-1.061, -.659)]. Our third hypothesis was not supported, which assumed a positive relationship between self-compassion and disordered eating behavior. Finally, our indirect hypothesis was significant, [β = -.511, 95% CI (-.649, -.378)], which indicated that people with higher self-compassion were more likely to be satisfied with their bodies and thus, they tended to develop less disordered eating behaviors. The findings suggest that self-compassion-based interventions can support people with disordered eating by increasing body satisfaction.

Keywords: Body image, self-compassion, disordered eating behavior, body satisfaction, eating disorder, mediation analysis

The Effect of Using Classroom Management Techniques on Success in Online Laboratory School

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Abstract

In this study, the relationship between pre-service teachers' use of classroom management in online school and their effect on the success of the course was investigated. Our sample consisted of 22 pre-service math teachers who taught during the 2022 Spring semester at the Online Laboratory School opened under the name of MEF University. A total of 36 lesson records were examined and evaluated according to the scale found in different articles. Our data were video recordings of 6 weeks of online teaching lessons. As researchers, we have examined the effects of classroom management techniques in terms of the reasons that make the course successful. This research is designed as a service to educational life. This article includes the investigation of the relationship between these two variables. Our hypothesis was that the use of classroom management techniques in Online Education positively affects the success of the course. And that relationship was calculated as positive correlation.

Keywords: Classroom management, instruction, time management, classroom climate, teaching techniques, online laboratory school, online education, success of the lesson, classroom management techniques, pre-service teachers.

Prospective Teachers' Thinking and Noticing When Analyzing Videos of Themselves and Peers' Teaching

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Abstract

The world's first Online Laboratory School (OLS) within a university was launched during the COVID-19 pandemic. OLS provides free mathematics lessons and internship opportunities to many students for the professional development of prospective teachers (Tunç et al., 2022). Also, Online Lab School is a process in which a group of prospective teachers discuss and speculate on situations that they or their peers watch and analyze teaching videos. The purpose of this research is to determine the ability of 18 prospective teachers to notice while watching their own teaching videos and the teaching videos of their peers. The participants of the research consist of 18 prospective teachers who are studying in the 3rd year of the Department of Elementary Mathematics Teaching at a private university and enrolled in the Internship 2: School Experience and Teacher Assistantship course. During the data collection process, first of all, the prospective teachers' own videos, in which they taught a certain outcome, were watched. Afterwards, a video of a lesson in which another prospective teachers' peers taught the same learning outcomes was watched. They submitted a written report on what the prospective teachers noticed in the teaching videos they watched. The data of the research consists of lesson analysis reports and video analysis made by prospective teachers on video recordings of their own and their peers' teaching. By using descriptive analysis in the analysis of the data related to the written reports of the prospective teachers, the ability of the prospective teachers to notice in their own teaching videos and in the teaching videos of their peers was examined. The findings of the study showed that prospective mathematics teachers noticed the parts related to the teacher rather than the student in the videos they watched, and they paid attention to both general (pedagogical strategies, classroom management, student thinking, etc.) and specific (specific to mathematical concepts) issues. In addition to these, when it was examined how the prospective teachers noticed in their own and peer teaching videos, it was determined that the explanations they made about the situations they noticed were mostly interpretive and evaluative, and they made less descriptive and reflective explanations. Considering the results of this research, it can be stated that there is a need for studies to ensure the professional development of prospective mathematics teachers on the ability to notice. It is thought that the results of this research, which has similarities and differences with the studies in the literature, will help the studies in the field of noticing skills.

Keywords: noticing, teaching video, prospective teacher, mathematics education

The Nature of Feedback: Online versus Face-to-Face Implemented Lessons

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Abstract

After lesson implementations, receiving feedback is important for pre-service teachers' (PSTs) improvement. This research examines the nature of feedback given to pre-service mathematics teachers after lesson implementations. The feedback given after three face-to-face and three online lesson implementations of two PSTs was examined. For the analysis of the voice-recorded feedback received after face-to-face lessons of PSTs at practicum schools, the results of another study were used (Tunç-Pekkan & Altıntaş, 2020). For the analysis of the video-recorded feedback at the Online Laboratory School (OLS) received after online lessons of the same two PSTs, the video recordings were transcribed and content analysis was conducted. All the feedback was classified as ''Types of feedback'' and the ''Nature of the feedback'' dimensions. Results of the study showed that there are differences and similarities between face-to-face and online lessons. "Positive feedback" is more common in online lessons and "Negative feedback" is more common in face-to-face lessons. In both formats of the lessons, PSTs received most feedback related to ''Teaching Process''. In both formats, feedback was useful and contributed to the development of PSTs. The possible reasons for the similarities and differences of the two types of lessons and what should be considered when giving feedback were discussed.

Keywords: Feedback, pre-service teacher (PST), face-to-face lesson, online lesson

İŞLEMSEL BEYNİN SINIRLARINI AŞMAK, BEYNİN BÜTÜNSEL ÖĞRENMESİ

Behlül Çetin

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Özet

Öğrenme işi en nihayetinde, beyindeki bir takım kimyasal ve elektriksel faaliyetin neticesinde zihinde gerçeklesen uyum sürecidir. Eğitim otoritelerinin yüzyıllardır bu süreci, işlemsel beyin üzerinden tanımlaması hala ciddi yatırımlar yapılması beynin bütüncül öğrenme yeteneğine sınırlılıklar getirmektir. Bu sınırlılıkların aşılması amacıyla; Nörobilim ve güncel beyin araştırmaları ışığında literatür taraması yapılmış olup, öğrenmenin computational beyin tahakkümüne alternatif bir paradigma olan orta ve ilkel beyin devrelerinin de içinde olduğu bütüncül bir bakış açısı ile öğrenmenin gerçekleştiği. Bu orkestrada duygu öğrenmesi, ödül öğrenmesi, sosyal öğrenme ve örüntü birleşimi olan üst düzey öğrenme faaliyetleri ile işlemsel beyinin sınırları aşmanın mümkün olduğunun sonucuna ulaşılmaktadır.

Anahtar Kelime: İşlemsel Beyin, Duygu Öğrenmesi, Ödül Öğrenmesi. Sosyal Öğrenme

Importance of Motivation in Learning and Teaching English

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Abstract

Motivation is becoming increasingly undervalued in today's world. The goal of this study is to investigate the concept of learning and teaching English by identifying the issue of motivation through a learn and teach journey. The main goal of this study is to determine how much motivation learners and teachers require throughout their lives while studying English. Over an 8-month period, the research gathered information from people ranging in age from 11 to 43 while investigating the importance of motivation in learning and teaching English. The English language hasn't changed all that much over time, but the way we learn and teach tasks and lessons has. This study identifies the root cause of a lack of motivation through the topic and connects it to the Covid-19 Pandemic.

Keywords: ELT(English Language Teaching), motivation,

Oyun Videolarındaki İngilizcenin Farkındayım

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Özet

2020-2021 tarihleri arasında desteklenen TÜBİTAK 2209-A projemizin amacı öğrencilerin izledikleri oyun videolarından öğrendikleri kelimeleri ve cümle kalıplarının doğru kullanımlarını farkına varmalarını sağlamaktır. Yapılan araştırmalarda öğrencilerin çevrelerinden öğrendikleri kelimeleri daha iyi kavradıkları ve günlük yaşantıları içerisine daha etkili bir şekilde kullandıkları görülmüştür. (Alqahtani, 2015) Bu durumun İngilizce 'ye olan ilgi ve isteklerini attıracağı için öğrencileri dil öğrenmeye karşı güdüleyecektir. Araştırma önerisinin ortaya çıkışını öğrencilerin sahip oldukları kelime bilgisinin önemli bir kısmının okul dışı etkinlikler tarafından kazanıldığı düşüncesi oluşturmaktadır. Bu amaç doğrultusunda İngilizce olarak hazırlanan oyun videolarının kelime edinimi üzerindeki etkilerini araştırmanın ve öğrencilerin oyun videolarını izlerken videoda duydukları kelime ve cümle kalıpları hakkında fikir sahibi olmalarının önemli olduğu düşünülmektedir. Projemizin örneklemini İstanbul, Esenler ve Güngören ilçelerindeki 5 farklı ortaokuldan seçilen farklı kademelerde eğitim gören öğrenciler oluşturmaktadır.

Proje sürecinde durum tespiti yapılarak öğrencilerin izlediği oyun videoları belirlenerek, sıklıkla tekrar eden kelimelerin analizi yapılmıştır. Araştırmacıların hazırlamış olduğu 11 soruluk anket çalışması 4 farklı ortaokulda öğrenim gören 122 öğrenciyle gerçekleştirilmiştir. Sonrasında Proje sonuç kısmına katkı sağlayacağı düşünüldüğünden öğrenciler ile birebir görüşmeler yapılmıştır. Toplanan veriler analiz programı ile analiz edilmiş, verilen yanıtlar ortak özellikleri etrafında toplanarak tablo yöntemiyle ortaya konulmuştur. Oyun videolarında yer alan kelimeler görsellerle desteklenerek bir sunum haline getirilip öğrencilere sunulmuştur.

Anket ve görüşme verilerinden hareketle öğrencilerin oyun videoları arayıcılığıyla maruz kaldıkları İngilizce kelimelerle günlük hayatlarında karşılaştıklarında tanıyabildikleri ve anlamlarını çıkarabildikleri sonucuna varılmaktadır. Öğrencilerin kendi istekleri ve ilgi alanları doğrultusunda İngilizce 'ye maruz kaldıkları zaman kelime kavrama, kelimeleri bağlam dışında görünce tanıma ve anlamını çıkarma noktasında okuldakinden daha iyi bir performans gösterdikleri fark edilmiştir. Öğrenciler kendi ilgi alanlarına yönelik İngilizceye maruz kaldıklarında daha çeşitli bir kelime havuzuyla karşılaştıkları için daha etkili bir öğrenme süreci içerisinde yer aldıkları ifade edilebilir. Oyun videolarındaki kelimeleri kullanıldıkları bağlam içerisinde görmeleri ve dinlemeleri, öğrencilerin kelime edinim süreçlerini daha keyifli ve kolay hale getirmektedir.

Anahtar Kelimeler: İngilizce Öğretimi, Günlük İngilizce, Oyun Videoları, Kelime Edinimi
***Bu proje TÜBİTAK tarafından 2209-A kapsamında desteklenmiştir.**

İklim Değişikliğine Uyum Bağlamında Bir erkenSTEM Ders Planı Geliştirilmesi: Eviniz iklim Değişikliğine Hazır Mı?

Betül Atmaca

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Özet

İklim değişikliği dünyanın her köşesini etkileyen ve her yaştan çocuğun etkilerine doğrudan veya dolaylı tanık olduğu bir sorundur. Çocukların iklim değişikliğinin nedenleri ve etkileri hakkında bilgi sahibi olmaları umutsuzluklarını artırabilir ve geleceğe karşı karamsar bir tutum geliştirmelerine yol açabilir. Oysaki, iklim değişikliği eğitiminde, yapıcı bir umut perspektifi geliştirmek önemlidir. STEM eğitimi, çocukların çevrelerindeki iklim sorunlarının farkına varmalarına yardımcı olmakla kalmaz, aynı zamanda bu sorunlarla korkusuzca başa çıkabilmeleri için stratejiler üretmelerine de yardımcı olabilir. Bu çalışmanın amacı, iklim değişikliğinin etkilerini azaltma ve iklim değişikliğine uyum sağlama konusunda örnek bir erkenSTEM ders planı geliştirmektir. Çalışmada Bütünleşik Öğretmenlik Çerçevesi kapsamında geliştirilen ve bir öğrenme döngüsü olan STEM Çemgisi kullanılmıştır. Geliştirilen ders planı erkenSTEM makineler dünyası temasında (mühendislik) yer almaktadır ve 5-6 yaş grubu için haftada bir saat olmak üzere toplam sekiz haftaya yayılmıştır. Ders planının ilk aşamasında 21. yüzyıla ait birden fazla çözümü olan bir Bilgi Temelli Hayat Problemi (BTHP) ve sınırlamalar oluşturulmuştur. Daha sonra sırasıyla bilgi edinme, fikir geliştirme, ürün geliştirme, test etme, paylaşma ve yansıtma adımları izlenerek "Evimiz İklim Değişikliğine Hazır Mı?" başlıklı ders planı oluşturulmuştur. Bilgi edinme sürecinde iklim değişikliğinin ne olduğu, nedenleri, etkileri, aşırı hava olaylarının neler olduğu ve iklim değişikliğinin etkilerinin nasıl azaltılacağı soru-cevap, beyin fırtınası ve vızıltı grupları teknikleri kullanılarak ve çocukların ön bilgilerinden yararlanılarak tartışılır. Fikir geliştirme sürecinde çocuklar ev çeşitleri ile ilgili bir video izler, tasarımları için taslak planlarını oluşturur, su geçiren ve geçirmeyen maddeler ile ilgili bir grup deneyi yapar. Ürün geliştirme sürecinde ürünlerini tasarlar. Test etme sürecinde tasarımlarının sınırlamalara uygunluğu test edilir. Paylaşma ve yansıtma sürecinde çocuklar aileleri ile beraber bir afiş tasarlar. Süreç sonunda Öz-değerlendirme formu, Bilişsel Süreç: Mühendislik Rubriği ve Sosyal Ürün: Sunum Rubriği doldurulur. Bu ders planı sonucunda çocuklar STEM eğitimi ile iklim değişikliğine dayanıklı bir ev tasarlamış olur.

Anahtar Kelimeler: STEM, erkenSTEM, çevre eğitimi, okul öncesi

Exploring Student and Teacher Perspectives on Teaching Explicit Grammar to Young Students

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Abstract

It is important for the ELT department to consider whether teaching grammar should be mandatory for young learners or if the focus should be placed on providing them with real-life experiences and opportunities to engage in meaningful conversations. This research seeks to answer the query of whether or not teaching grammar should be mandatory for children. Many recent studies have focused on teaching grammar as an essential issue. These studies suggest that grammar is more than just a tool for communication; it is a way for people to express their identity, culture, and emotions. In this research, two classrooms (with approximately 50 students) from a state school institution, ranging in age from 13 to 15, were subjected to their regular classes and were observed. In terms of the survey, thirteen participants with two or more years of experience who are instructors from institutions were chosen at random. Cluster sampling was used to choose research participants. It took six months to complete the research, including preparation time. The results of the findings revealed that a majority of the participants, who have less experience in the field, felt positive about their experience with teaching direct grammar, but some expressed concern about the lack of institutional support.

Keywords: L1 use, L2 use, EFL, ELT, Grammatical, Young Learners

Home-Based Parental Engagement in Elementary School English Lessons

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Abstract

This study investigates the attitudes of elementary school parents towards engaging in their children's English studies, their perceptions towards their children's improvement in English lessons in terms of grades and motivation after parental engagement, and the perceived non-academic benefits of parental engagement in elementary school children's English studies. To do so, a quantitative survey has been conducted with 394 parents who have children in elementary school and who engage in their children's English studies at home. The results have revealed that participating parents find it important that their children can express themselves in English. Therefore, they engage with them to provide support. The most common practices adopted by parents are doing homework together, doing vocabulary activities, and helping their children study for exams. Parents confirm that their engagement produces academic and non-academic benefits for their children. The highest mentioned benefits include growing interest for English lessons on part of the children, increased enthusiasm about speaking English, improvement in the children's English grades, and a stronger bond between the parents and the children. Some recommendations have also been presented based on the study findings. In order for the parents' efforts to achieve the highest impact possible, it has been recommended that teachers and school administrators provide support to parents. Through the involvement of these entities, parents could provide more efficient support and the results obtained through their efforts could be better monitored to establish best practices. Further research could expand geographic region or grade level to obtain more exhaustive results.

Keywords: Parental engagement, academic benefits, non-academic benefits, cooperation between parents and schools

Native and Non-native English Teachers' Judgements about the Quality of Texts in Local ELT Textbooks in Türkiye

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Abstract

In Turkey, the books provided by the Ministry of National Education are mandatory in schools. Therefore, local ELT textbooks have a substantial place in students' language development. This study aimed to reveal the judgments of native and non-native English teachers about the quality of the texts in the textbooks used in high schools provided by the Ministry of National Education. A total of 36 participants, 18 native and 18 non-native English teachers, took part in this study. A quantitative research design was adopted in this study. Data were collected from teachers through a survey with a checklist of 20 items and two open-ended questions. The participants examined the texts in the local ELT textbook and filled out the survey. At the end of this study, it was found that the quality of the texts in the target book was sufficient for the language development of the students. It was also concluded that the texts were 'improvable' in most ways. Lastly, this study is significant for the development of texts in local ELT textbooks.

Keywords: Textbook, Judgement, English teachers, Texts, Evaluation, Quality, Material

Students' Perceptions about Field-specific Content in ESP Contexts

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Abstract

The effectiveness of English for Specific Purposes courses is a controversial issue in the field. Therefore, this study is based on the perceptions of non-native university students about field-specific content in ESP contexts where they discuss their needs during their education and experiences they gain during their whole university education process. The study hypothesized that ESP courses need to be given during the English preparation programme and the present English curriculum which does not include field-related content is not efficient enough to be successful in the degree programs. There were 16 participants in total, all of them studying or studied at a private university. The participants were chosen among non-native university students who studied the English preparation programme. To measure the qualitative data 8 written interview questions were analyzed with thematic analysis. Prior to the study, the researchers gathered demographic information and background information of the participants composed of 12 questions in total. There are several elements that influence students' views of field-specific information in ESP courses. The study found that non-native university students did not consider ESP courses' curriculums successful in terms of atmosphere, professors, supplied materials, and teaching methodologies.

Keywords: ESP, needs analysis, perceptions

Ortaokul Öğrencilerinin Velilerinin Matematik Kaygı Düzeyleri

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Özet

Bu araştırma, ortaokul öğrencilerinin ebeveynlerinin matematik kaygılarının çeşitli değişkenlere göre anlamlı farklılık gösterip göstermediğini anlamak amacıyla yapılmıştır. Bu çalışmanın amacı, ortaokul öğrenci velilerinin matematik kaygı düzeylerinin gözlemlenmesidir. Öğrenci kaygısı yerine veli kaygısıyla çalışmamızın sebebi öğrencilerin matematik kaygısının ailelerinden kaynaklanıp kaynaklanmadığını öğrenmek ve buna bir sonuç bulmaktır. Öğrencilerin ebeveynlerinin eğitim durumları, gelir düzeyleri, geçmiş eğitim başarıları ve matematik kaygıları arasındaki ilişkiyi gözlemlemeyi amaçladık.
Araştırmamızda ortaokul öğrencilerinin velileriyle çalışmak istememizin nedeni, fazla ileri gitmeden öğrencilerin kaygılarının nedenini bulmak istememizdir. Nedenini öğrendikten sonra çözüm bulmanın daha kolay olduğunu düşünüyoruz. Araştırmamızın örneklemine gönüllü olarak katılmak isteyen devlet okulu öğrencilerinin velilerini dahil etmeyi planlıyoruz. 2022-2023 eğitim-öğretim yılı güz döneminde 175 veliden veri toplamayı amaçladık.
Bu amaçla araştırmamızda 'Kişisel Bilgi Formu' ve 'Ebeveynler İçin Matematik Kaygı Ölçeği' kullanılmıştır. Nicel araştırmalara dayalı olarak hazırlanan sorularla istatistiksel değerlendirmeler yaptık.
Ortaokul öğrenci velilerinin matematik kaygı ortalamaları arasında bazı değişkenlere göre istatistiksel olarak anlamlı farklılık olduğu belirlenmiştir. Ortaokul öğrencilerinin ebeveynlerinin cinsiyeti ile matematik kaygıları arasında anlamlı bir ilişki olmadığı bulunmuştur. Öğrenci velilerinin gelir düzeyi ile matematik kaygıları arasında anlamlı bir ilişki bulunmuştur. Öğrencilerin sınıf düzeyleri ile velilerin matematik kaygıları arasında anlamlı bir ilişki bulunamamıştır. Öğrenci velilerinin mezuniyet durumları ile matematik kaygıları arasında anlamlı bir ilişki olduğu sonucuna varılmıştır.

Anahtar Sözcükler: İlkokul, veli matematik kaygısı

Do Cognitive and Behavioral Emotion Regulation Influence Moral Judgments of Trolley Car Dilemmas in Adolescence and Early Adulthood?

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Abstract

Various studies debated that there is a relationship between emotion regulation and the process of moral judgment. Here, the present study focused on the role of cognitive and behavioral emotion regulation in moral judgments and examined the difference between adolescence and early adulthood. Cognitive and behavioral emotion regulation was measured with the scale of Cognitive Emotion Regulation Questionnaires (CERQ) and Behavioral Emotion Regulation Questionnaires (BERQ). Then, we used the different versions of the Trolley Dilemma (total 10 scenarios) to measure moral judgment. Participants were asked to evaluate them as "okay" not "not okay". After responses, we examined three questions; a) age differences between answers to CERQ and BERQ questionnaires, b) age differences in moral judgments about moral dilemmas, and c) the relationship between CERQ, BERQ, and moral judgments. Results showed that there were no age differences in CERQ, but in two subscales (seeking distraction, seeking social support) of BERQ there was a significant age difference, the score of these subscales was higher in adolescence than in early adulthood. There was age difference in moral judgments only for three versions (standard trolley dilemma -switch and footbridge and one-to-one dilemma -footbridge-). Lastly, no significant effect of age, CERQ, and BERQ was found on moral judgments. However, versions of dilemmas significantly influenced participants' moral judgments. Results showed that both adolescents and young adults considered details of each version of the trolley car dilemmas and these nuanced judgments are not dependent on their emotion regulation skills. Results will be discussed in relation to the prior research.

Keywords: Cognitive emotion regulation, behavioral emotion regulation, moral dilemmas.

Understanding Personality Traits of Turkish Speakers of English at MEF

University Preparatory School
Graduation Thesis

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Abstract

In English classes, introverted students are still silent most of the time and teachers still don't care about their introverted students at all. This study is based on Understanding Personality Traits of Turkish Speakers of English, and tries to understand why introverted students are shy in the English classes. There were 33 participants, 17 girls and 16 boys. The participants; English levels were different from each other. There were 3 levels, level 1, level 2 and level 5. To get better and different results, the researcher reached different English classes. To get the results for the quantitative data, a survey of 10 items with a five-point Likert-type scale was used. That's why this research had a mixed method design. At the beginning of the survey, demographic information was required for the participants to fill. Then, 10 items of personality traits type questions were given to the participants. Qualitative data part was a written interview and had 5 questions for participants to answer voluntarily. The data was analyzed both quantitatively and qualitatively. The results of the findings showed that introverted shyness was based on not participating in social activities in the class as well as not having a good level of English.

Key words: Personality Traits, Extrovert, Introvert, English.

PROSPECTİVE THINKING SKILLS OF MATHEMATICS TEACHERS

University Preparatory School
Graduation Thesis

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ABSTRACT

The aim of this study is to understand how prospective elementary mathematics teachers distinguish proportional questions from additive situations. In addition, it is to investigate the similarities and differences between the methods used by prospective teachers in these situations. The participants of this research are 66 prospective elementary mathematics teachers. Prospective teachers will attend from the same university. Prospective teachers are1st, 2nd, 3rd, and 4th year university students. In the data collection tool, there are 6 problems in total, 3 proportional and 3 additive. The methods used by the participants; classified as additive, multiplicative, and other. The purpose of using these methods has been discussed and when we look at the data results, we can say that most of the prospective teachers use the methods of establishing multiplicative proportions. In addition, most of the participants generally use the proportional method. The effect and reason of this usage method on prospective teachers are also discussed. Inferences were made about the effect of proportional thinking on prospective elementary mathematics teachers. There has been discussion about these inferences.

Keywords: Prospective thinking, Elementary mathematics teachers

The potential of task-based learning and songs to tackle gender (in)equality in the

EFL classroom

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ABSTRACT

In 2015, the 2030 Agenda for Sustainable Development was approved by the United Nations General Assembly. It was designed as an action plan to " free the human race from the tyranny of poverty and want, and to heal and secure our planet" (United Nations, 2015, p. 1). To that end, seventeen goals for sustainable development were established as part of the agenda. Goal number 5 referred to the achievement of equality among genders— or, at least, to the reduction of the number of (court) cases produced as a result of gender inequalities. One form that gender inequality takes, which is statistically significant in Spain (National Institute of Statistics, 2022), is violence against women. In particular, statistics reveal that the number of women suffering from intimate partner violence is alarming and has considerably increased since the outbreak of the pandemic (United Nations, n.d.).

Education is key in the development of responsible and just citizens. Informing students about the existence of the SDGs and designing tasks structured around them may contribute to raise awareness and educate students in civic and respectful behaviors. Against this backdrop, the present paper examines the potential of the combination of tasks and songs to introduce social issues related to the 5th SDG in the English as a Foreign Language (EFL) classroom. For that purpose, a problem-solving task was designed for students to solve, which was based on the lyrics of the song ‘Must Have been the Wind’. This is the name of a song written by Alec Benjamin which narrates the story of an intimate partner violence case. The results revealed that most students were cognitively, socially and effectively engaged with the task.

Keywords: Task-based learning, songs, violence against women, L2 engagement

Types of Tasks and Activities used in English Language Classrooms at Secondary Schools in Turkey

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Abstract

This research was conducted on types of tasks and activities used in English language classrooms at secondary schools in Turkey. During this research, the Reach series of National Geographic books, which are used as main course books in secondary school English classes, were examined. While researching, types of tasks and activities were examined over five questions. According to the research, it was found that six different types of tasks were applied. These types of tasks contain at least two types of activities. It has been determined that each of these activities has different focuses, different stages and certain materials used. It is also one of the results of the research that all types of activities and tasks have different roles and benefits in students' language development. In order for students to develop themselves better in English education, it has been suggested that the use of books with different purposes and contents, such as the book mentioned in the research, that help the development of all skills, increase in language lessons. Searching for other resources has been suggested to improve language education and provide students with more useful education.

Key words: Types of tasks and activities, benefits, language development, skills

Investigation of Students' Questions in the Science Communication Meetings

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Abstract

The spread and acceptance of misinformation, as well as the denial of scientific claims and facts, are becoming more and more commonplace in our post-truth era. Increasing people; scientific literacy is a successful solution since scientifically literate citizens are expected to critically assess claims via evidence-based arguments (Barzilai & Chinn, 2020; Roberts, 2013). Engaging people with scientists is one efficient strategy to raise their scientific literacy (Roggatz et al., 2019; Woods-Townsend et al., 2016). A crucial component of scientific investigation is questioning (National Research Council, 1996; Baram-Tsabari et al., 2006). Given the significance of science communication, this start-up project seeks to provide a platform to foster increased student-scientist engagement using students' questions that may improve their interest in STEM areas. The purpose of this study is to evaluate the number, focus, and quality of questions raised by students prior to and during these meetings. Science Communication meetings were organized for 7th-grade students for each unit in the science curriculum. Students; questions were collected through google forms before every meeting. During the science communication meetings, questions were answered by scientists who are experts in their fields. The participants of the project were middle school students who were studying in the 7th grade in the 2022 fall semester. Student questions were evaluated by qualitative analysis techniques by relating them to the framework of Baram-Tsabari et al. (2006). The questions were analyzed in line with the field of interest, the cognitive level of the question, and motivation. The finding of the study indicated that the most popular category of type of information requested was factual whereas the least popular one was a general request for information. The results supported that analyzing students' questions can give teachers awareness of what students are interested in (Chin & Chia, 2004; Baram-Tsabari et al., 2006).

Keywords: science communication, student questions, science questions

Ethics in Online Counseling: Opinions and Suggestions of Candidate Counselors

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Abstract

The widespread use of the internet, which has become an integral part of modern life, has led to significant changes in many professions on a global level. One of these was the online delivery of psychological counseling services. With the restrictions and precautions coming with the COVID-19 pandemic, it has started to attract more attention. When the studies in the literature are examined, it has been observed that the knowledge of the experiences of the students who had to carry out individual 1 counseling practices online due to the restrictions and precautions brought by the COVID- 19 pandemic is limited. In this context, the aim of this research is to examine the opinions of the candidate counselors who have experiences in providing online counseling within the scope of the Individual Counseling Practice Course. Using the Tricky Topics technique, one of the qualitative research methods, five different focus group interviews were conducted with 23 participants, consisting of 4 th grade students in the Psychological Counseling and Guidance program. In these interviews, students were asked to share the problems, ethical problems, obstacles, and solution suggestions they encountered or may encounter during the online counseling process with other participants. Each interview was held in three sessions with the participation of 4-5 students, and after the interviews, the audio recordings were transcribed, and the data obtained were coded by two researchers from the research team by performing the MAXQDA 2022 thematic analysis. According to the results of the analysis, the theme of ethics, which is one of the five different themes, attracted attention as the detailed subject of this study. It was seen that the subjects of respect, confidentiality, and informed consent came to the fore under the theme of ethics. The findings were discussed considering the relevant literature, and suggestions were presented to researchers and practitioners.

Keywords: Online psychological counseling, ethics
*This study is one of the research outputs of the project which has been carried out “with the financial support of TEDU Institutional Research Fund”.

Okul Öncesi Öğretmenleri Tarafından Geliştirilen Bütünleşik STEM Ders Planlarının Değerlendirilmesi

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Özet

Bu çalışmanın temel amacı okul öncesi öğretmenleri tarafından geliştirilen ders planlarının STEM ders planı rubriğine göre değerlendirilmesidir. Bütünleşik STEM eğitimi yaklaşımı fen bilimleri, teknoloji, mühendislik ve matematik disiplinlerinden en az ikisinin bir gerçek yaşam problemi bağlamında entegrasyonunu temel almaktadır (Moore vd., 2014). Bu yaklaşımın okul öncesi dönemde kullanılması ise gerek araştırma sayısının azlığından gerekse sınıf içi uygulamaların sıklığından anlaşılacağı üzere oldukça yeni sayılabilir. Buna karşılık, yapılan çalışmalarda, yirmi birinci yüzyılın karmaşık sorunlarının çözümü için ihtiyaç duyulan problem çözme becerilerinin geliştirilebilmesi için okul öncesi dönemin önemi vurgulanmaktadır (Abanoz & Yabas, 2022). Buna sebeplerden yola çıkarak, betimsel bir çalışma olan bu çalışmada, okul öncesi öğretmenleri tarafından geliştirilen ve sınıf içi uygulamaları yapılmış olan ders planları STEM Ders Planı Rubriği kullanılarak incelenmiştir. İncelenen ders planları Bahçeşehir Üniversitesi BAUSTEM Merkezi tarafından yürütülmekte olan bir mesleki gelişim programı kapsamında okul öncesi öğretmenleri tarafından STEM çemgisine (Corlu, 2017) dayanılarak geliştirilmiştir. Bu ders planlarının değerlendirilebilmesi amacıyla BAUSTEM araştırmacıları tarafından proje tabanlı öğretim ve disiplinler arası öğretim yaklaşımlarına dayandırılarak geliştirilen STEM Ders Planı Rubriği kullanılmıştır (Corlu, 2017). Bu rubrik BAUSTEM mesleki gelişim programları kapsamında beş yılı aşkın süredir binlerce öğretmen tarafından kullanılmış ve test edilmiştir. STEM Ders Planı Rubriği, ders planlarını farklı kategorilerde ve dört farklı düzeyde inceleyen analitik bir değerlendirme rubriği dir. Bu kategoriler şunlardır: Hedef kazanımlar, kullanılan materyaller, kaynaklar, bilgi temelli hayat problemi, bilgi temelli hayat problemi ve sınırlamaların sunumu, bilgi edinme, fikir geliştirme, ürün geliştirme, test etme, paylasma ve yansıtma, düzen ve kullanılan dil. Rubrikte yer alan dört düzey ise şunlardır: Kabul edilebilir seviyenin altında, geliştirilmesi gerekir, kabul edilebilir, hedefe ulaşılmış. Seçilen ders planlarının değerlendirilmesi bir grup okul öncesi öğretmen adayı tarafından yapılmaktadır ve değerlendirme süreci devam etmektedir. Elde edilen veriler konferansta paylaşılacaktır. Çalışmanın sonuçlarının STEM eğitimi alanında oldukça sınırlı kaynaklara sahip okul öncesi

öğretmenlerine örnek birer ders planı sunması bakımından önemli katkıları olacağı düşünülmektedir.

Anahtar Kelimeler: Okul Öncesi, Bütünleşik STEM, Sosyobilimsel Konular, STEM Ders Planı

The Usage of Instructional Technology in Grammar Teaching at a Private Preparatory School in Turkey

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Abstract

Problem statement
Grammar is an essential part of professional language use in order for students to use the language in a meaningful way. But teachers consider grammar teaching hard to teach and students consider it hard to learn. There are many discussions on how to teach grammar. However, technology is fast becoming a key instrument in education. It can create a new view of grammar teaching for students with both technological and rich alternatives; learning efficiency and students; interest in learning grammar can change in the classroom.

Method
This study employs mixed method research design that includes both quantitative and qualitative data within the same study; both narrative and numerical data will be collected and analyzed. The research data instruments consist of a semi-structured interview (10 questions) with 2 EFL instructors of the preparatory school of the private university as the participants of the one of qualitative portion of the study, a questionnaire (12 questions) with 48 students of the preparation school.

Findings & Results
This discussion part addresses two basic research questions: (a) students' perceptions of using technology tools in grammar teaching in EFL classrooms and (b) teachers' perspectives on using instructional technology tools in grammar teaching in EFL classrooms. Overall, this data clearly shows that using technology in grammar teaching in EFL classrooms offers both students and instructors a broad spectrum such as different learning styles, student control or autonomy (self-analysis), individual or collaborative tasks; giving and applying immediate feedback for students; on the other hand, for instructors it provides practicality, accessibility for many resources, addressing different student groups, etc. In conclusion, it is inevitable that the impact of technology, the development of which continues every day, will grow in language education as in every field. With this awareness, students and teachers will integrate the benefits offered by technology into language education, keeping up with the perspective of the times and expanding the range it offers even more.

Keywords: grammar teaching, digital tools, foreign language, EFL.

The Effects of Classroom Routines on Novice Kindergarten Teachers; Classroom Management and Young Learners' Well-Being During EFL Lessons

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Abstract

It is important for teachers to have prior teaching experience to be able to handle the problems they may encounter during the lessons easily. These problems can be about classroom and time management and guiding the students. Nevertheless, when teachers start their profession, most of them are novices and they do not know how to cope with these problems. They may feel even more overwhelmed when they start working with young learners. This study hypothesized using classroom routines as a beneficial tool to overcome such problems. Therefore, this study aimed to find out how classroom routines help novice teachers manage their classes and how they affect their students' well-being. The study adopted qualitative data collection methods and analyses and was designed to be a case study. The participants were four novice kindergarten teachers working at a private school in Turkey. They were interviewed with nine open-ended questions about how and why they use classroom routines and how their students behave when they encounter the routines, and also, their lessons were observed. The findings were analyzed, and key themes were found which demonstrated that using classroom routines helps teachers conduct their lessons fruitfully and that their students feel happy and ready for the lessons.

Keywords: Novice kindergarten teachers, classroom routines, well-being, classroom management, young learners

Coping with Stress in Daily Life: Mindfulness Levels of University Students Interested and Not

Interested in Art

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Abstract

The purpose of the current study was to investigate the relationship between interest in art, coping with stress, and mindfulness among college students in Turkey. This study hypothesizes that university students who are interested in art as a hobby can cope more successfully with the stress they may encounter in their daily lives and can stay more mindful in their daily lives compared to students who are not interested in art at all. This research is important in that it plays an encouraging role for university students to engage in more artistic activities. A total of 170 individuals from various regions of Turkey participated in this study. Participants participated in the research through an online questionnaire. The scales used in this section were Coping Inventory for Stressful Situations-Short Form (CISS-21) and Mindfulness-Based Self Efficacy Scale-Revised (MSES-R). When the study was analyzed, it was seen that university students interested in art were able to better perform their ability to cope with stress in their daily lives. No direct correlation was found between the ability to be mindful and interest in art.

Keywords: Stress coping, mindfulness, art, interest in art

Suggestions as a Speech Act by Turkish EFL Users: A Discourse Completion Task Study

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Abstract

This research delves into the intricacies of suggestion making by Turkish EFL users and investigates the linguistic features and politeness strategies employed in such communication. Despite the importance of suggestions in interpersonal communication, the Turkish EFL context has not received much attention in this regard. Therefore, this study sets out to bridge this gap in the literature by examining the various ways in which Turkish EFL users make suggestions in English. The research questions focus on the linguistic features and politeness strategies utilized by the participants when making suggestions. A qualitative research design is employed, and the Discourse Completion Tasks are used as the primary data collection instrument. The data obtained are analyzed using a coding scheme adapted from previous literature and research. According to the preliminary findings, Turkish EFL users tend to employ a more restricted range of politeness strategies and linguistic features when making suggestions, primarily utilizing modal verbs and imperatives, in contrast to native English users. The study hopes to contribute to the existing literature on suggestion making in the EFL context, particularly in the Turkish context.

Keywords: Speech acts, suggestions, pragmatic competence, Turkish EFL Users

The Impacts of Flipped Learning on Students' Motivation for Listening Skills at Tertiary Level L2 Classes

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Abstract

The current study focuses on the relationship between Flipped Learning(FL) and motivation for listening on tertiary level students; second language (L2). The primary goal of this research is to explore the problem since students rely more on technology. The study is based on quantitative research conducted via an online questionnaire adapted from Ilter (2009) which has been established to assess and evaluate students; replies toward this goal. The online questionnaire created with Google Forms is used to collect data. The data is analyzed on Google Forms to calculate the mean scores of questionnaire data. At the end of the research study, participants are expected to state that they are more motivated when flipped learning is integrated into listening sessions.

Keywords: Motivation, Listening, Flipped learning

More Sexual Consent Myths, Less Sexual Assertiveness: The Antecedents of Sexual Violence Victimization in Emerging Adults.

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Abstract

The prevalence of sexual dating violence victimization among emerging adults are alarming. To prevent sexual dating violence victimization, unraveling the antecedents seems paramount, as they may leave emerging adults more vulnerable to experiencing it. However, research on those variables is scarce in Turkey. Therefore, this study aimed to explore the mediating role of sexual assertiveness in the association between sexual consent myths and sexual violence victimization in emerging adults. Two hundred two people (M = 6.52; SD = 193) previously or currently in a relationship participated in the survey. The Sexual Consent Myths Scale Scale (Toplu- Demirtaş et al., 2022), the Sexual Assertiveness Scale (Shuster, 2018), and the Sexual Assault subscale of the Conflict Tactics Scale-Revised (Turhan et al., 2013) were utilized to gather data. Mediation analysis was conducted via PROCESS (Model 4, Hayes, 2018, version 3.5), an add-on macro for SPSS, to test the three direct and one indirect hypotheses, all of which were supported. Our results revealed that emerging adults with more sexual consent myths were less sexually assertive, making them more prone to sexual violence victimization. We discussed the results regarding the current literature and made some recommendations to alleviate the limitations of our research. Practically, the findings allude that working on debunking sexual consent myths through psychoeducational groups might be a promising start in preventing sexual violence victimization.

Keywords: sexual consent myths, sexual assertiveness, sexual violence victimization, romantic relationships, emerging adults

Parental Control, Parental Intervention to Personal Domain, and Depression Among Adolescents

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Abstract

This study examined the association between parental authority and depression reported by adolescents. This study also focused on 2 main questions: (1) Whether the perceived parental psychological control and parental intervention with the adolescent; personal domain is correlated with depression, and (2) the psychological control and interference with the personal domain is related to the education levels of the parents. In this study, 106 high school students (61 girls; 40 boys; 5 others; M age= 15.3, SD =1.46) were examined. Participants filled in demographic information via the Google form. In addition, Parenting Styles Questionnaire (PSQ), Beck Depression Inventory (BDI), and Parental Authority Rating Scale were used. Results showed that perceived psychological control is positively correlated with adolescent depression. We predicted that as the education level of the mother increased, the psychological control perceived by the adolescent from the mother decreased, but no relationship was found between the education of the father and the perceived psychological control. Contrary to what we expected, there was no association between parental intervention in personal space and depression. This means that adolescents; perceived parental control does not differ across personal, social, and moral domains. Parents in Istanbul have legitimated intervening in the personal space of adolescents. Results will be discussed in relation to prior literature.

Key words: depression, perceived parental control, parental intervention, parent's education

An Investigation into Students' Mental Health Issues: Causes and Potential Solutions

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Abstract

Mental health issues among students can be caused by social media pressure and parental pressure. While social media can lead students to criticize themselves negatively and harshly and distance themselves from society, parental pressure can also affect students' well-being and create constricting personalities and bad habits. These psychological symptoms can impact physical and mental health and increase the risk of suicidal behavior among students. There is currently a lack of support for addressing mental health issues among young people in Turkey. Therefore, this study aims to investigate the social media pressure and parental pressure the students experience. In doing so, a qualitative research design was employed. A group of 8 voluntary freshmen students who study at the Department of Translation and Interpreting Studies at a state university in Turkey was recruited. Interviews were held with the participants. The participants' perceptions of such pressure were explored. The findings showed that all participants thought parents could put a lot of pressure on their children, negatively affecting their well-being and mental health. They mostly believed that this pressure could create personality traits and habits in children that may continue into adulthood and influence their choices and career paths. The study, therefore, provides suggestions to overcome this problem. The suggestions include pedagogical implications, such as educating parents on how to be supportive and understand their children; needs.

Keywords: Mental Issues, Pedagogical Solutions, Social Media Pressure, Parental Pressure

The Relationship Between Bullying with Perceived Parenting and Effect on Self-efficacy in High School Students

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Abstract

Bullying behavior is a big problem all over the world, especially among adolescents. Students in high school are exposed to bullying or exhibit bullying behavior unknowingly or knowingly by their peers or their environment. This research examines the relationship of bullying/victimization, family attitudes and self-efficacy in order to identify and prevent the causes of bullying and victimization that are common among high school students. It was aimed to determine whether there is a significant difference in terms of gender, age, grade level, parental education level and socioeconomic status among high school students who were bullies or victims, and in this direction, a demographic form consisting of 6 questions was presented to the participants. Data were collected from 71 participants who are currently high school students. Three different scales measuring bullying, family attitudes and self-efficacy were used via the Google forms. In this study, family attitudes were examined as authoritarian and democratic parenting, based on the parental attitude classification proposed by Diana Baumrind, based on her research in the early 1960s. (Baumrind, 1966) As a result of the data collected in this research, although a direct relationship between bullying and family attitudes cannot be determined statistically, it has been determined that there is a relationship between victimization. In addition, based on the answers given by the participants, this research shows that there is a statistically significant result between democratic parenting and students' self-efficacy.

Keywords: Bullying, victimization, perceived parenting, self efficacy

Mühendislik Becerilerinin Geliştirilmesi Bağlamında erkenSTEM Ders Planı Geliştirilmesi

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Özet

STEM, fen, teknoloji, mühendislik ve matematik olmak üzere dört disiplini birleştiren bir yaklaşımdır. Bu yaklaşım 21. yüzyıl problemleri başta olmak üzere problemlerin çözümünde bütünleşik bir bakış açısı sergilemektedir. Ülkemizdeki okul öncesi eğitim programı esnek, eklektik ve yaratıcılığın geliştirilmesinin ön planda olduğu bir programdır (Okul Öncesi Eğitimi Programı, 2013). Bu sebeple STEM eğitimi okul öncesi yaş grubunda ihtiyaçların karşılanmasında önemli bir görevi karşılamaktadır. Bu çalışmanın amacı "Erken Çocukluk Döneminde STEM Eğitimi" alanında örnek ders planları hazırlamak ve bu şekilde alanda önemli bir boşluğu doldurmaktır. Bu çalışma yöntem olarak erkenSTEM ders planı Bütünleşik Öğretmenlik Çerçevesi kuramsal altyapısı ile hazırlanmıştır. Ders planının aşamaları STEM Çemgisi adımlarına uygun olarak tasarlanmıştır. Hazırlanmış olan planlar bilişsel süreçlerden başlamış, sonucunda sosyal ürün çıktısı çıkarılmıştır. Oluşturulmuş olan bu ders planlarında çocukların eleştirel ve kritik düşünme becerileri geliştirilmesine katkı sağlayacak bilgi temelli bir hayat problemi ve sınırlamalar bulunur. Sosyal ürün oluşturma sürecinde birlikte çalışan çocuklar işbirlikçi çalışarak ellerindeki probleme yönelik bir sosyal ürün oluşturur ve ardından birbirlerini ve süreci değerlendirerek, geçirmiş oldukları süreci karşılıklı olarak paylaşırlar. Tüm bu süreçlerde öğretmenin rolü oldukça önemlidir, çocukların yaratıcılığını destekleyici tutum ve davranışları uygulaması, çeşitli disiplinleri bir araya getirerek bütünleştirme yapması gerekmektedir. "Makinalar Dünyası" temasına ait "Pırpır'ın Evi" ders planı ile "Mühendislik" becerilerinin geliştirilmesi hedeflenmiş bununla birlikte "fen" becerilerinin geliştirilmesi beklenmiştir.

Anahtar Kelimeler: STEM, okul öncesi, mühendislik, FETEMM

The Relationship between University Students; Five-Factor Personality Types, Career Anxiety, and Academic Achievement

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MEF University In partial fulfillment of the requirements for EDS 404

Kaan Kabukçu

Abstract

Many psychologists believe that there are five essential dimensions to personality, known as the "Big 5" personality traits. Extraversion, agreeableness, openness, conscientiousness, and neuroticism are the five broad personality characteristics outlined by the theory. On the other hand, GPA (Grade Points Average) will be taken as a basis to define the academic success of students. In addition to this, career anxieties are concerns about one; future career, which represent worry or regret about a recent task failure, worry about a current task, and the excitement or stress of planning a future task (Cairo et al., 1996; Savickas et al., 1988). This study aims to contribute to the literature by examining the relationship between university students; five-factor personality types, their career anxieties, and academic achievements. The 5 Factor Personality Scale will be used for the 5-factor personality trait scale (Rammstedt&John, 2017). A career Anxiety Scale will be used to measure career anxiety (Yılmaz&Gündüz, 2016) and finally, a demographic form will be used to get the demographic information of the participants.

Key Words: five-factor personality types, career anxiety, academic achievement

Developing Intercultural Competence Through Educational Activities

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Abstract

In today; global world, mutual understanding and intercultural competence have become crucial because they allow us to work more effectively together, interact with people from different cultural backgrounds without prejudice, discrimination, or misunderstanding. English language learners can achieve intercultural competences by understanding and communicating effectively with members of the target culture. While all curricular documents stress the importance of developing ICC for learners, the recommendations are general and do not provide specific guidance for teachers. As a result, teachers often become confused and have questions about content, materials, and techniques. While traditional classrooms allow students to acquire knowledge and skills under the guidance of a teacher, they have fewer opportunities for developing skills relevant to real-life situations. The purpose of developing intercultural communication skills is to provide students with the ability to function successfully in everyday situations in a foreign language. This study gives information about the components of IC, significance of IC, approaches and activities that help to develop IC. Also, this study offers teachers some succinct advice on how to handle ICC development through educational activities that might be held in classrooms.

Keywords: intercultural communicative competences; teaching English as a foreign language; techniques for teaching culture

Use of Web 2.0 Based Gamification in K12 EFL Classrooms in Turkey and Effects of Competitive Elements on Student Motivation and Competitive Attitude

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Abstract

This study investigated the impact of the use of Web 2.0 based gamification tools with competitive elements and without competitive elements in classrooms on students' motivation, intrinsic motivation, extrinsic motivation, and competitive attitude. The results of the study did not find a statistically significant effect on these factors. However, the study did observe that the behavior of students while interacting with gamification tools was influenced by their own and their peers' motivation and performance. These findings highlight the importance of considering the social dynamics at play when implementing gamification in the classroom and suggest that educators should take proactive measures to create a positive and inclusive learning environment. It is worth noting that the sample size of the study was relatively small, with only 39 participants in the control group and 43 in the experimental group, which may have reduced the statistical power of the study and could potentially explain the lack of significant differences between the groups. Additionally, the study was conducted over a relatively short period of time, with data collected at only two time points (pre-test and post-test). It is possible that the effects of competitive elements on motivation and competitive attitude may become more apparent over a longer period of time, and future research should consider incorporating longer-term data collection. Despite these limitations, this study makes a valuable contribution to the growing body of research on gamification in education and suggests that educators should take active steps to ensure a positive and inclusive learning environment when implementing gamification in the classroom.

Keyboards: Gamification, Web 2.0, Motivation, Competitivity

Increasing High School Students; Motivation Level for English Vocabulary and Academic Achievement through Loci Method*

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Abstract

This quasi-experimental study aims at increasing the motivation level of high school students for learning and memorizing English vocabulary, and accordingly their academic success, through the Loci method. In line with the purposes of the study, a website was designed based on the Loci method, in which the students are able to set up their own places and learn English words in their own learning style by using media tools, drawing, writing or combination of all. With an engine where the students can search for the words they need, the website will be used by the students for at least 1 hour per week during three months. Teachers will also encourage their students to learn English vocabulary through Loci method-based website using it as a material, technique or method in their lessons. The participants of the study consisted of 1200 high school students. The data were collected via two sources before and after the treatment. The effect of Loci method on the students' vocabulary learning motivation levels will be investigated by comparing the results to be obtained from the attitude scale by Gömleksiz (2003). In addition, the inferences regarding the effect of the method on the students' academic achievement will be made based on the comparison of students' test scores for English vocabulary skills. The results in two phases will be statistically compared and the results will be discussed based on the available studies in the literature.

Keywords: Loci method, vocabulary, English, motivation
*This study is supported by TUBITAK 2209-A Project no: 1919B012111948

Intercultural Competence Experience of Exchange Program Students

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Abstract

The ability to function well across cultures, to think and act correctly, and to communicate and work with individuals from different cultural backgrounds—at home and abroad—is known as intercultural competence. Intercultural competency is a useful advantage in an increasingly globalized world where we live and come into contact with people from different cultures and countries who have been shaped by diverse values, beliefs, and experiences. With that in mind, intercultural competence is one of the necessities for students who are also world citizens. This study points out the fact that studying abroad has been promoted by universities in order to enhance the intercultural competence of university students. Therefore, the study aims to investigate the effect of exchange programs on the intercultural competence of foreign students by reflecting on their individual experiences. The qualitative study explores the individual experiences of exchange program students regarding their intercultural competence in the countries they visited through the Erasmus Program. Data was collected through semi-structured interviews via Google Forms to gain an in-depth understanding of the concept of intercultural competence. The participants are ten foreign students who come from different countries with different cultural backgrounds to study in Finland. Participants are mainly between the ages of 18 and 25 and study a wide variety of majors. The results of the study indicated that participants employed a variety of strategies to get to know and introduce their cultures, whereas they experienced several cultural barriers to adapting to a new culture.

Keywords: Student Mobility, Cross-Cultural Competence, Intercultural Competence, Erasmus

The teaching experiences of the pre-service teachers working in the OLS and the feedback they received in this process.

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Abstract

This research conducted the experiences and feedback of pre-service teachers who participated in the Online Laboratory School program, which was initiated by the Department of Primary Education Mathematics Teaching at MEF University during the COVID-19 period. Participants consist of 3rd and 4th-year students from Mef University Elementary Mathematics Teaching. A total of 22 pre-service teachers, 4 teachers in each class, teaching. While 19 of these participants are 3rd-year students, 3 of them are 4th-year students. During the OLS, each pre-service teacher both taught their own class and observed another class experienced by pre-service teachers under different categories. In this research, the data were obtained by transcribing the recordings of the after-class meetings in the ELE302 course. Transcribed data were analyzed by categorizing and supplementing with articles. The results of the research revealed the experiences that the OLS process brought to pre-service teachers.

Keywords: Online Education, COVID-19, Pre-service Teachers, Internship, Pre-service Teachers' Teaching Experiences,

Ways to Improve Reading Comprehension Skills

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Abstract

Reading comprehension is an important skill for both children and adults. Reading comprehension skills start with the individual learning to read and continue to develop throughout life. The curriculum applied in schools and the life of the individual contribute greatly to the development of this skill. In the "Ways to Improve Reading Comprehension Skills " workshop, examples and applications that will enrich reading comprehension skills will be shared both in the curriculum and in life.

Workshop Content:
* Deepening on Reading and Understanding Concepts
* Reading Comprehension and Thinking Skills
* How Does Vocabulary Develop?
* How to Read a Dictionary?
* How to Teach Words by Embodying
* Reading, Listening, Understanding and Writing Practices with Sample Books and Texts

Keywords: Words, Reading, Understanding

The Use of Materials in Teaching English to Young Learners in Turkey

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Abstract

In English language teaching, teachers use many ways, strategies, and techniques to teach effectively and comprehensively English to their students. While some of teachers or schools use coursebooks based on the English language teaching curriculum, some of the teachers or schools, such as private ones, prefer to be used materials that could be adaptable to English language teaching in Turkey. In the context of the study, the school curriculum is based on 'non-ELT,' meaning they do not use any coursebooks related to the MEB curriculum in their English lessons. Considering this specific implementation, this study investigates the materials that aimed to use in English language teaching, particularly for young learners. What were these materials used in the English lessons? How were these materials used in teaching skills such as listening or writing? The study adopted a Qualitative Research design. Interviews were conducted with English language teachers at private and state schools in Turkey. The researcher compared English Language teaching materials used in two different schools. The researcher prepared the interview questions with the guidance of her mentor teacher or supervisor. Different schools were chosen to gain a deeper understanding of the differences between the English language teachers' use of materials depending on the socio-economic factors of schools.

Keywords: materials, young learners, listening, vocabulary,

Social-Emotional Skills and Social-Emotional Needs of Secondary School Students

Studying at BİLSEM
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Abstract

The aim of the research is to determine the social-emotional needs and social-emotional skills of secondary school students studying at BİLSEM. The research was designed with the phenomenology method as a qualitative study. Convenience sampling was used. The participants are 5 secondary school students attending at supportive education at the same BİLSEM in Tekirdağ. Semi-structured interview questions were used for data collection. The questions were formed in accordance with CASEL; (2022) social-emotional learning model. Interviews were conducted via Zoom. The findings revealed that the students had a high desire to learn and were happy, but they were often tired and felt inadequate. However, it was revealed that these students learned easily and comprehended quickly. Additionally, the research showed that students used intrinsic motivation and set positive goals. It was also revealed that the students were able to empathize easily and were respectful to others. Plus, it was found that the students thought in detail, made observations and asked questions while getting to know others. It was found that although the students make dialogues and exchange information, they experience some communication difficulties. It was revealed that students avoided conflict, were understanding to others, tried to find something in common, tried to get along by listening and did not experience much disagreement. Furthermore the findings showed that students make researches, think of their benefits, act quickly and make individual decisions. The results of the study showed that the students had high self-management, social awareness and responsible decision-making skills and that their self-awareness and relationship skills should be improved. However, it has been revealed that the students need to get rid of the feeling of inadequacy and perfectionism, support their intrinsic motivation, improve their effective communication skills, be guided to resolve conflict and reduce the influence of the people around them for decision-making.

Key words: Giftedness, BİLSEM, social-emotional skills, social-emotional needs.

Nesli Tükenmekte Olan Hayvanlar Hakkında Farkındalık Kazandırma Bağlamında erkenSTEM Ders Planı Geliştirilmesi: "Minik Carettalar Denize"

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Özet

Bu çalışmanın amacı, nesli tükenme tehlikesi ile karşı karşıya olan deniz kaplumbağasının yaşamı hakkında farkındalık kazandırma ve nesillerini korumak için bilinçlendirme konuları hakkında bir ders planı taslağı geliştirmektedir. Bu amaç ile erken çocukluk dönemindeki kişilerin STEM yaklaşımına temas etmesi ve bu yaklaşım ile çocukların içinde bulundukları çağı takip ederek 21. yüzyıl becerilerini kazanması hedeflenmektedir. Özellikle erkenSTEM yaklaşımı ile çocukların fen, matematik, teknoloji ve mühendislik gibi alanlarda aktif olarak sorgulama, merak etme ve analiz etme gibi beceriler desteklenmektedir. Tasarlanan erken STEM ders planı, Bütünleşik Öğretmenlik Çerçevesi kapsamında geliştirilmiş ve temelinde ise öğrenme döngüsü olan STEM Çemgisi bulunmaktadır. Öğretmenlik mesleğinde ders planlarının yazılması, gerçek hayata geçirilmesi ve yenilenmesi vazgeçilmez bir zorunluluktur. "Yeşil Dünyamız" teması içerisinde yazılan erkenSTEM ders planı sayesinde çocukların en doğal ilgilerinden biri olan çevreyi gözlemlemek, araştırma yapmak ve keşfetmek alanlarının destekleneceğine inanılmaktadır. Ortaya çıkan erkenSTEM ders planı, Mart 2022 yılından bu zamana kadar görev aldığım BAUSTEM merkezinin destekleri ile yazılmıştır. Nesli tükenme tehlikesi yaşayan canlılar hakkında bilgi sahibi olunması ve erken yaş gruplarında erkenSTEM ders planının uygulanması bilinçli bir birey olmak konusunda büyük bir önem taşımaktadır. Öğretmenler, Tasarlanan erkenSTEM ders planı sınıflarında uygulama deneyimleri edinirken diğer taraftan ekosistemlerin sağlığı açısından gösterge türlerinden olan ve koruma altına alınan deniz kaplumbağası hakkında araştırma, izleme ve koruma çalışmalarını planlayıp kendi günlük hayatlarında uygulayabilirler.

Anahtar Kelimeler: erkenSTEM, STEM, FeTeMM, Ders Planı

Can children have diverse beliefs about personal, social-conventional, and moral issues? A study on the high school and college students' meta-epistemological understanding of domain differentiation in middle childhood

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Abstract

This study investigated the meta-epistemological understanding of high school and college students about diversity in beliefs of children in middle childhood in the context of social domains (personal, moral, and social-conventional). A total of 57 participants (30 high school and 27 college students) were individually interviewed about two hypothetical characters having different beliefs on personal, social-conventional, and moral issues. The characters in each story were two 9-year-old children. For example, in the personal domain, one child thinks playing "hide-and-seek" is the best way to spend the break. The other child thinks that playing "catchers" is the best way. Participants evaluated children; different views in the context of relativism (who is right) and tolerance (is it okay to have diverse beliefs). Results showed that high school and college students were highly multiplist/relativist and tolerant in the personal and social- conventional domains. However, they were highly absolutist in the moral domain. Consistent with prior literature (Kohlberg 1973), high school students were more tolerant than college students in the moral domain. Participants; justifications also revealed that diverse beliefs in personal issues were justified with reference to personal tastes, preferences, and autonomy. More than half of the participants justified the unacceptability of diverse beliefs in stories of the moral domain by moralizing them. In the social- conventional domain, more than half of the participants commented on the freedom to have different opinions as the reason for the appropriateness of different views of the two characters. The results showed that the most fundamental developmental difference between high school and college students was that high school students were more tolerant of diverse beliefs in the moral domain, although they found one of the different views was not right.

Keywords: Diversity in beliefs, relativism, tolerance, metacognitive development

Okul Öncesi Öğretmenler Beden Okuryazarlık Kavramı Hakkında Ne Biliyor?

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Anabilim Dalı

Özet

Okul öncesi dönem, çocukların doğduğu günden temel eğitime kadar geçen süreyi (0-6 yaş) kapsamaktadır. Bu dönemde bireyin kişiliğinin oluşumundan, temel bilgisi, beceri ve alışkanlıklarının kazanılması nedeni ile yaşamın en önemli dönemi olarak kabul edilir. Bu durumda bir bireyin bedensel olarak aktif ve sağlıklı bir hayata sahip olabilmesi için fiziksel yeterliliği ve ilgili kavramları(bilişsel, duygusal) öğrenerek uygulaması için beden okur yazar olması gerekmektedir. Araştırmanın amacı okul öncesi öğretmenlerin beden okuryazarlık kavramı hakkında bilgileri ve bununla ilgili deneyimlerini keşfetmektir. Nitel araştırma yöntemlerinden, olgubilim deseni kullanılmıştır. Amaçlı örneklem yöntemlerinden ölçüt örnekleme yoluyla belirlenen 6 okul öncesi öğretmen ile gerçekleşmiştir. Kastamonu, merkez ilçesinde bulunan bir anaokulunda gerçekleşmiştir. Araştırmanın verileri yarı yapılandırılmış görüşmeler ile toplanmıştır. Toplanan veriler içerik analiz yöntemi ile çözümlenmiştir. Yapılan içerik analizinde dört tema ortaya çıkmıştır. Birinci tema; günlük hayata transfer etme, ikinci tema; öğrenmenin kalıcı olması, üçüncü tema; özgüven ve motivasyon sağlaması, dördüncü tema; beden okuryazarlık kavramını bilmeme olarak ortaya çıkmıştır. Sonuç olarak bu çalışmada okul öncesi öğretmenlerin beden okuryazarlık kavramı hakkında bilgiye sahip olmadıkları fakat öğretim süreçlerinde kavramı bilmemelerine rağmen içerisinde barındırdığı alanları derslerine yansıttıkları düşünülmektedir. Bu araştırmadan yola çıkarak beden okuryazarlık kavramını öğretmenlerin bilmelerini sağlayacak araştırmalar ve uygulamalar yapılması önerilmektedir.

Anahtar kelime: okul öncesi, okul öncesi öğretmen, beden okuryazarlık

The Effect of Mindfulness-Based Approaches on Test Anxiety and Test Scores in Seventh Grade Students

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Abstract

The purpose of this study is to find out the impact of mindfulness-based practices on a group of seventh grade students' exam stress and achievement. The mindfulness- based intervention was applied for five weeks and 45 minutes each week. The research was conducted with seventh grade (N = 62) students selected according to the anxiety inventory score results from a private school located in Turkey. Data for this research were collected with anxiety scores using Exam Anxiety Inventory which was published on the official website of the Ministry of National Education of Turkey in 2017.This test was conducted at the beginning and end of the mindfulness practice. In order to measure the change in mindfulness practice on student achievement, the results of the exams before and after the intervention were used. Data were analyzed using SPSS23 by t-test and correlation analysis. As a result of this study revealed a significant negative relationship between exam scores and anxiety levels. It was found that there was a statistically significant decrease in the rate of test anxiety scores of the students who were given mindfulness-based practices over the course of five weeks and for 45 minutes each week. Accordingly, there was a statistically significant increase in students' exam grades. It was also found that there is a significant negative correlation between test anxiety scores and test grades. Based on the findings of this study, the authors suggest adding sustainable mindfulness practices to education programs to help increase secondary students' achievement and reduce anxiety.

Keywords: anxiety, test anxiety, mindfulness-based practices, achievement

Paternal Attachment, Socioeconomic Status and Gender Differences in Adolescent Depression

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Abstract

This study aims to investigate the relationship between the level of paternal attachment observed in adolescents and the level of depression. Standardized scales such asThe Inventory of Parent and Peer Attachment (IPPA) and Beck Depression Inventory (BDI)will be used to measure attachment and depression. In this context, attachment to the father,depression, socioeconomic status, and gender differences will be analyzed. Participantsconsist of students from two high schools with different success levels to make socioeconomic comparisons in the study. A correlational study was used to compare the variables and find a significant correlation between them. As a result of the study, it was revealed that father-adolescent attachment had a significant effect on depression and that other factors (gender and socioeconomic status) that were thought to affect this attachment had an effect. Furthering the research by enlarging the sample and using more inclusive scales will contribute more to the literature.

Key words: paternal attachment, depression, gender difference, socioeconomic status

The Relations Among Social Media Addiction, Depression and Parental Psychological Control in Adolescents

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Abstract

We cannot underestimate the increase in social media use. Rates are especially higher among adolescents. Although social media has some opportunities in terms of socializing and communication, many studies reveal the negative effects of social media. A meta-analysis of 23 studies indicated that there is a positive correlation between problematic Facebook use and psychological distress, including anxiety and depression, and a negative correlation between well-being, including life satisfaction and other indices in adolescents and young adults (Marino, Gini, Vieno, & Spada, 2018). The use of social media is so high in some adolescents that it reaches the level of addiction. Depression is also one of the most common mental disorders whose rates are increasing every year. Parental psychological control includes behaviors like guilt induction, withdrawal of love, and authority assertion (Barber, 1996). In this study, we examined the correlation between parental psychological control, depression, and social media addiction among adolescents. We collected data from 83 high school students. The results showed that there is a significant positive correlation between parental psychological control, depression, and social media addiction.

Keywords: Adolescence, Social Media, Depression, Parental Psychological Control

Victorian literary mysteries: linguistic riddles and newspaper enigmas

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Abstract

Drawn towards the unknown, humanity has consistently attempted to answer the questions that have arisen throughout history. These undiscovered spaces emerge in academic fields differently, puzzles exemplifying said need to learn in literature. Puzzles refer to "a problem or question that you have to answer by using your skill or knowledge", but they can also comprise riddles, "a type of question that describes something in a difficult and confusing way and has a clever or funny answer, often asked as a game" or enigmas, "something that is mysterious and seems impossible to understand completely", as defined by Cambridge Dictionary (2022). Victorian culture was particularly prolific enigmas-wise, Lewis Carroll's Alice in Wonderland (1865) or newspaper enigmas as seen in the adventures of famous detective Sherlock Holmes being some of the most well-known examples. Not only do these types of puzzles introduce a tricky situation for the reader, but they often provide entertaining brainwork. Through this Victorian analysis, Victorian secrets and hidden gems are unraveled, while some of them remain unsolved. These problems help to develop critical thinking as well as problem-solving skills, which are key for higher education students, the main target of the study.

Key words: puzzles, linguistic riddles, Victorian literature, University Education

Developing Students' Critical Thinking Skills in English Language Classrooms Liana Letisya Cingöz

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Abstract

This paper investigates the different ways the English teachers use for the purpose of developing students' critical thinking skills and what kind of materials they use for the matter. Acknowledging the importance of critical thinking on English language learning and it's advantages, this research is aimed to find if teachers are able to implement an approach that promotes critical thinking and use relevant materials. The hypothesis of this study is that teachers are not competent enough and there are problem in the practical part of the topic rather than theoretical. The study accomplished with 10 written interview participant and 12 week- long classroom observations. The teacher participated in the written interview were EFL teachers who worked in Turkish school context. The classrooms observed were participatory and tenth grade English lessons. The interview was comprised of 5 open-ended questions and during the observations an observations diary was kept. The data of the observations collected was analyzed quantitatively by making interpretations meanwhile for the data of the written interviews frequency analysis method was used. The result of this study displayed that the teachers participate are willing and aware of the importance of critical thinking. Nevertheless, in the practical part of critical promotion, which data was collected from observations, there were problems as sample cases of critical thinking promotion was not came across most of the time.

Key words: Critical thinking, EFL teachers, methods, materials,

Students' Perceptions About Native and Non-Native English Speaking Teachers at the University Level

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Abstract

Language education has had an importance in society and intercultural communication for a long time. This study, based on a cross-sectional qualitative survey research that has an emphasis on semi-structured interviews, aims to find out what university-level students' preferences are about Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) in terms of English language learning. Thirty bachelor's degree students, each of which had a preparatory year in the university and experience with both native and non-native teachers, in Istanbul were interviewed. Each of the interviews was voice recorded and then they were transcribed in order to analyze the data. We utilized a deductive approach. Their opinions on grammar, vocabulary, speaking anxiety, teacher attitudes, and four skills in English (listening, speaking, reading, writing) were asked. Except for grammar learning, speaking anxiety, reading, and writing, the students had a high preference for native English-speaking teachers. In grammar learning and having less anxiety, the students chose NNESTs. In reading and writing, the majority of the students did not have a preference. When asked about their overall preference, the students again chose native English speaker teachers by 90%. In summary, why there is a preference for native English-speaking teachers can be seen clearly according to the interview findings: pronunciation, more exposure to the target language in the classroom, and teaching of the culture.

Keywords: Native, Non-native, English, Teaching

Teachers' Beliefs and Practices of Vocabulary Teaching in EFL Classrooms

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Abstract

The importance of vocabulary teaching practices in EFL classrooms has been stressed in many studies on language teacher cognition (e.g. Borg, 2003; Schmitt, 2008; Li, 2020). However, this area of research still lacks studies on the triangulation of vocabulary teaching, classroom practices, and teacher cognition in Turkey. Therefore, this research aims to explore teachers' beliefs and practices regarding their own vocabulary pedagogy by shedding light on the relationship between the two. The participants of this study were six English language teachers at the researcher's internship school, which was a public high school in Istanbul. In order to illustrate the profile of the participants, the researchers first gathered demographic information. Data were collected through classroom observation, interviews with teacher participants, and all materials given to students. Classroom observations and interpretation of materials were done throughout the data collection process and interviews were conducted depending on the common availability of the teachers and the researcher. The participants were asked ten open-ended questions during the interview. Therefore, this study is a qualitative case study focusing on a group of teachers' beliefs and practices. The findings indicated that teachers' beliefs influence their classroom practices during vocabulary teaching. Also, it has been found that teachers' own interest in learning new vocabulary has a positive impact on their vocabulary teaching practices. However, despite their beliefs, there were some constraints such as time which hindered teachers' classroom practices. Therefore, it is not realistic to expect teachers' beliefs and practices to be in line with each other all the time.

Keywords: teacher cognition, teacher beliefs, vocabulary teaching, classroom practices

EFL Learners' Challenges in Speaking Skills and EFL Learners' Strategies to Improve Speaking Skills

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Abstract

EFL learners often have difficulties with their English speaking skills. There are also some useful strategies that English learners can apply outside of the classroom to improve their speaking skills. Therefore, this research study investigated and focused on the difficulties that EFL learners experience in their English speaking skills and the methods that EFL learners can apply themselves to improve their English speaking skills. The type of this study was quantitative study. The research study was carried out with a questionnaire prepared in Google Form. In addition, 38 EFL young learners (primary school students) participated in this study. The data obtained from the questionnaire were analyzed systematically.

In this research study, it was determined that EFL learners have linguistic difficulties in English speaking skills, mostly due to insufficient knowledge of grammar, vocabulary and pronunciation. In addition, this study found that EFL learners are embarrassed when speaking English because they are ashamed of making mistakes and being made fun of by others. It also determined that EFL learners have psychological difficulties when they speak English.

In addition, some strategies applied by English learners to improve their English speaking skills were identified in the study. That is, it was determined that most of the EFL learners mostly listen to English music, play English games, watch English cartoons, movies, animations, or TV series in order to improve their English speaking skills. In addition, the study has specified some of these strategies as Cognitive Strategy, Metacognitive Strategy and Socio-Emotional Strategy.

Key Words; linguistic difficulties, psychological difficulties, useful strategies, cognitive strategy, metacognitive strategy, socio-emotional strategy.

Statistical Anxiety of Elementary Math Teacher Candidates and Its Relationship with Math Anxiety

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Abstract

In this study, prospective elementary mathematics teachers focused on measuring the relationship between students; statistical anxiety and mathematics anxiety. The questionnaires translated into Turkish by Baloğlu were applied to prospective teachers in private schools in Turkey and the relationship between them was evaluated. The aim of this study is to measure the relationship between statistical anxiety and mathematics anxiety in primary school mathematics teaching candidates. The reason why I did not work with prospective elementary mathematics teachers is because the studies in the literature related to this study are aimed at postgraduate teacher candidates or teachers. I thought it would be more solution-oriented if we investigated the anxiety of pre-service teachers, which is the first step without a teacher. Primary education mathematics teacher candidates at a foundation university who voluntarily participated in the sample of my research. I aimed to collect data from 67 primary school mathematics teacher candidates in the fall semester of the 2022-2023 academic year. For this purpose, 'Personal Information Form; and 'Statistical Anxiety Scale for Primary School Mathematics Teacher Candidates and Mathematics Anxiety Scale; were used in our research. I made statistical evaluations with questions prepared based on quantitative research.

Key Words: Statistical anxiety, undergraduate students

To what extent does the teacher's enthusiasm impact K12 students' motivation and success in the English language classrooms?

Canberk Güler

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Abstract

This article aims to investigate the relationship between teacher enthusiasm and students' academic success and motivation. The study of this research was conducted with the purpose of measuring and analyzing the correlation between the enthusiasm level of K-12 Middle School and High School English Teachers and the Middle School and High School students' academic success and their motivation. For our participants, we've selected 3 K12 schools in Turkey. The schools that are the target of this research will be called: School X, a private school, School Y, a public high school, and School Z, a public school. We've used Poonam Punia's enthusiasm measurement scale in order to measure the enthusiasm level of the teachers. The teachers of these schools were observed and interviewed, while the students of these schools were given surveys which contained questions about their teachers' enthusiasm that evaluated their teachers' enthusiasm level. These data gathering methods revealed that enthusiasm alone is not the determining factor for students' academic success and motivation. Although enthusiastic teachers are not always the sole reason, they still play an important role in their students' academic success and motivation.

Keywords: impact, motivation, academic success, enthusiasm

Misconceptions Of Mef University Teacher Candidates About Fractions

Merve Çelik
Rojbin Aydın

Abstract:

The topic of fractions is very important for mathematics and is a topic where there are a lot of misconceptions. The teacher's competence and subject knowledge are very important for the student to understand the subject. Therefore, in this study, we aimed to measure the competence of teachers candidates about fraction knowledge. And we wanted to investigate what are the missing and incorrect information of prospective teachers about fractions. Therefore, in this study, we conducted a study with 13 fourth-grade teacher candidates and 18 third-grade teacher candidates studying at MEF university. There are many different solutions for fractions. Teacher candidates used more than one method for fractions questions. However, some candidates had misconceptions while solving the questions and solved the questions incorrectly.Throughout this research, we examined the conceptual errors and incorrect solutions of pre-service teachers and the reasons for making these conceptual mistakes. While conducting this research, we found that the misconceptions of teacher candidates arise due to the lack of definition and lack of knowledge of the operation. The biggest reason for this was that teacher candidates solved the questions in fractions by memorizing by establishing a whole-part relationship.

Keywords: Fractions,

The Impact of Perceived Gender Roles and Occupational Stress on Job Satisfaction Among White-Collar People Over the Age of 24, in Istanbul

Merve Özökten

ABSTRACT

The aim of this study is to measure the effect of perceived gender roles and occupational stress on job satisfaction of white-collar workers. This study also argued that one of the main findings of the study was: gender roles and gendered stereotypes affect the level of job stress and the job satisfaction. The sample of the study was collected from white-collar workers aged 24 and over living in Istanbul. Participants were 103 (N= 76 female, 27 male) white-collar professionals. Data were collected by valid and reliable questionnaires, consisting of four sections: Demographic information, job satisfaction, occupational stress, and perceived gender roles. Collected data sets were analyzed by SPSS. In the study, it was concluded that women and men do not evaluate their job satisfaction in terms of gender roles.

Keywords: perceived gender roles, occupational stress, job satisfaction

Understanding Personality Traits of Turkish ELT Undergraduate Students

Merve Saraç

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Abstract

This study examined personality traits of Turkish ELT undergraduate students. In this study, various language teachers realize that students have two different traits as introvert and extrovert.That's why, this study emphasized these students achievement process, and also point out what perspective may these students have within the class. In addition to this, the aim of the study is based on searching the influences of personality traits of Turkish ELT undergraduate students at foundational universities. For the methodology part, this study used quantitative data. Also, students in the same age group took part in the research. Furthermore, Bagheri and Fandid's questionnaire was used to measure validity and reliability. Also, this study was conducted in İstanbul, Turkey. To measure internal consistency, Cronbach's alpha is also used in this study. As for the findings and results part, this study illustrated the survey results in detail. The findings reached the idea that ELT undergraduate students are good at communication and language skills in a classroom environment, and other findings verified this hypothesis. The article also implied that each student fluency improvement is relatively high, therefore students used their L2 confidently. Also, other findings clarified that gender affected the language ability of students in a positive way.

Keywords: Turkish ELT undergraduate students, personality traits, language skills.

Phubbing Matters: The Association between Avoidant Attachment and Tendency to Infidelity in Dating Students

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Abstract

The aim of this study is to investigate the effects of phubbing on avoidant attachment and tendency to infidelity. Phubbing is a new concept and we thought that it could have a negative impact, especially in avoidant attached relationships. As a result of this, we suggested that the combination of avoidant attachment and phubbing will make individuals tendency to infidelity. One hundred twenty-three students of many different educational levels from Istanbul participated in the study. In the research, the Experiences in Close Relationships Scale: Short Form (Avcı & Aysan, 2016), Phubbing Scale (Ergün et al., 2019) and the Intentions towards Infidelity Scale (Toplu-Demirtaş & Tezer, 2013) were used. Participants of different educational levels were between the ages of 18 and 40 (M = 23.67; SD = 4.291). The mediation analysis was carried out through the PROCESS (Model 4, Hayes, 2018, version 3.5), an add-on macro for SPSS for testing hypotheses. We supported our first hypothesis that avoidant attached is an important predictor of the tendency to infidelity, [β = .386, t(163) = 15.488, 95% CI (.337, .435)]. We supported our second hypothesis that avoidant attached is an important determinant of phubbing [β =.467, t(121) = .402, 95% CI (1.491, 3.162)]. Our third hypothesis, which assumes a positive relationship between phubbing and the tendency to infidelity, was not supported. Finally, our indirect hypothesis made sense, so avoidant attachment through phubbing behavior was associated with a tendency to infidelity. Participants who engaged in more phubbing behavior, that is, social media use, individuals who were connected to avoidance had a higher tendency to infidelity. The findings have made suggestions for the investigation of the tendency to cheat with avoidant attachment and phubbing as a new concept.

Keywords: Infidelity, romantic relationships, avoidant attachment, phubbing.

Dijital Çağın Eşiğinde Geçmişten Geleceğe İşletmecilik Eğitimi ve İşletmecilik Okulları: Nitel Bir İnceleme

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Özet

Avrupa'da Escola do Comércio (1755) ile başladığı düşünülen günümüzdeki anlamıyla işletmecilik eğitimi, ülkemizde de Heybeliada Elen Ticaret Mektebi (1831) ve Hamidiye Ticaret Mekteb-i Âlisi (1883) gibi kurumlar aracılığı ile vücut bulmuştur. Bu kadar köklü bir geçmişe sahip olan işletmecilik okulları ve işletmecilik eğitimi rol ve işlev açısından sorgulanmaya başlamış ve özellikle genç işsizliğinde yaşanan artış sonrasında bu okullarda çağın gereklerine uygun bir eğitim verilip verilmediği ve işletmecilik okullarının yarınlara hazır olup olmadığı konusunda tartışmalar yaşanmaya başlamıştır.

İşletmecilik eğitiminin ve işletmecilik okullarının geçmişten günümüze yaşadığı değişim ve dijital çağa hazır olup olmadığı sorusuna odaklanılan çalışmada yapay zekanın beklenti ve öngörüleri analize tabi tutulmuştur. Bu çerçevede, OpenAI tarafından geliştirilen ve bir prototip yapay zekâ sohbet robotu olarak tanımlanan ChatGPT ile işletmecilik eğitimi ve işletmecilik okulları üzerine bir mülakat gerçekleştirilmiştir. Bu mülakat neticesinde elde edilen 84 sayfa ve 35927 kelimeden oluşan verinin nitel analizi yapılmıştır.

Yapay zekâ ile gerçekleştirilen bu çalışmada, işletmecilik okullarının sahip olması gereken özellikler ve gelecekte bu okulların karşılaşması muhtemel fırsat ve riskler ortaya konulmuştur. ChatGPT'nin geliştirme süreci halihazırda devam ettiği için nispeten kısıtlı bilgiye sahip olması, hatalı ya da yanlı bilgi ile beslenmiş olabileceği gibi hususlar bu çalışmanın da kısıtını oluşturmaktadır.

Anahtar Kelimeler: ChatGPT, Dijital Çağ, İşletmecilik Okulları, Yapay Zekâ

İşletmecilik Eğitiminde Sil Baştan: Nitel Bir İnceleme

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Özet

İşletme bölümleri hem sahip oldukları yüksek kontenjanlar hem de ülke çapındaki üniversitelerin çoğunda mevcut olması nedeniyle en çok mezun veren bölümlerden birisidir. Bu çalışmada yaklaşık 50 yıllık bir geçmişe sahip olan bir işletme bölümünün gelişimine tanıklık eden altı akademisyenle yapılan mülakatlar sonucunda elde edilen veriler analiz edilmiştir. Yaklaşık seksen sayfa olan görüşme çözümleri incelendiğinde; geçmişe göre teknik altyapı ve donanım açısından olumlu gelişmelerin kaydedildiği eğitim kurumunda öğrencilerin akademik becerilerinin iyileştirilmesi, ders kitapları ve müfredatın çağa uygun olarak güncellenmesi, öğretim üyelerinin bilgi ve becerilerini tazelemeleri, genel işletme bölümü mezunu yetiştirmek uygulamasından vazgeçilerek uluslararası ticaret, dijital pazarlama gibi belirli alanlarda uzmanlaşmış kişilerin yetiştirilmesi, iş dünyası ile yaşanan iletişim sorunlarının kaldırılması gibi öneriler tespit edilmiştir. Bunun yanında işletme bölümlerinin dijital çağa uyum sürecinin gerisinde kalmaması ve teknik altyapısını buna göre dizayn etmesinin de altı çizilmektedir. Şimdiye kadar altı akademisyenle görüşülmüş olması bu çalışmanın kısıtını oluşturmaktadır. Çalışmanın ilerleyen aşamalarında görüşülen akademisyenlerin sayısı artırılacak ve bunun yanında öğrenci ve mezunlarla da mülakatlar gerçekleştirilecektir.

Anahtar Kelimeler: İşletme Bölümü, İşletmecilik Eğitimi

Employability Skills in English Language Teacher Education Context

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Abstract

Since English language courses became compulsory at all levels of schools and English language test scores became a pre-requisite for graduate programs and academic positions, the need for English language teachers has been peaked. Therefore, the number of English Language Teaching and English Language and Literature (whose graduates follow a career as a teacher) undergraduate programs has reached 260 and each year nearly 12.000 students graduate from these programs seeking positions in public and private institutions. However, lack of employability skills, which involves positive attitude, communication, teamwork, self-management, willingness to learn, thinking skills (problem solving and decision making), resilience, and so on, may sometimes result in being left out the job market or uncompetitive for promotions and advancement within their institution. Considering the present circumstances, the purpose of this study is to discuss the importance of employability skills in English language teacher education context. In the study, key concepts are introduced and their inclusion in the undergraduate programs are discussed. Then, a set of suggestions are made for current students, professionals, and policymakers.

Keywords: English language teaching, employability skills, teacher education

The Impact of Using L1 on L2 Vocabulary Learning at the University Level L2 Classes

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Abstract

The use of L1 in L2 classes is common in foreign language classes in many parts of the world. Many researchers have researched about this topic. This study investigated the effect of using L1 on L2 vocabulary learning in university-level L2 classrooms. It was assumed that the use of L1 affects vocabulary learning. The main purpose of this research was to investigate whether there is an effect according to the results obtained by surveying the participants and what the effects were. The online questionnaire and interview questions were prepared to see the answers of instructors and students. According to the research results, it has been revealed that the use of L1 in L2 classes affects vocabulary learning.

Keywords: L1 usage, L2, vocabulary, learning, EFL

İngilizce Derslerinde Web 2.0 Araçlarıyla Geliştirilen Etkinliklerin Üstün Yetenekli Öğrenciler Üzerindeki Etkisi

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Özet

Bu çalışmanın amacı, ortaokul İngilizce dersindeki konuların öğretiminde Web 2.0 Araçlarıyla geliştirilen etkinliklerin üstün yetenekli öğrenciler üzerindeki etkisini araştırmak ve Web 2.0 araçlarını kullanarak etkinlik geliştirme süreci ile ilgili öğrenci görüşlerini belirlemektir. Araştırmanın çalışma evreni Dil öğretiminde kullanılabilecek web 2 araçları oluşturmaktadır. İkinci çalışma evrenini kurumumuzda bulunan 20 öğrenci oluşturmaktadır. Araştırmanın örneklemi için İngilizce konuşma, dinleme, yazma ve okuma becerilerini geliştirmeyi içeren Web 2araçları seçilmiştir, bu araçlar araştırmanın birinci evrenin örneklemini oluşturmaktadır. Karma araştırma yaklaşımının benimsendiği bu çalışmada nitel veriler de toplanmıştır. Nitel verilerin toplanmasında öğrencilerin hazırlamış olduğu Web 2.0 etkinlikleri kullanılmıştır. Toplanan veriler ile öğrencilerin etkinlik geliştirme sürecinde dil öğrenme, çevrimiçi anket, arttırılmış gerçeklik, dijital pano, kavram haritası, animasyon, hikaye oluşturma, sanal sergi, dijital, grafik ve infografik tasarım, karekod oluşturma araçları kullanım tercihleri belirlenmiştir. Araştırmanın nitel verilerini toplamak amacıyla öğrencilerin hazırlamış olduğu Web 2.0 etkinlikleri ve yarı yapılandırılmış görüşme formu kullanılmıştır. Öğrencilerin İngilizce dersine karşı sahip oldukları korku ve kaygıların azaldığı, utangaç öğrencilerin duygu ve düşüncelerini daha kolay ifade etmeye başladığı, sınıf ortamında özgürleşmeyi ve işbirliğini desteklediği ve grup halinde oynanan eğitsel bilgisayar oyunlarının daha etkili bir öğrenme ortamı sunduğu, web 2.0 araçlarını kullanan öğrencilerin daha aktif oldukları gözlemlenmiştir. Öğrencilere içerik oluşturma ve içeriği yönetme fırsatları sunulduğundan öğrencilerin özgüvenlerinin geliştiği ve yabancı dil dersine yönelik sahip oldukları tutum olumlu yönde değiştiği gözlemlendi. Sınıf ortamında özgürleşmeyi ve işbirliğini desteklediği, eğlenceli bir ortam oluşturduğu ve zor problemleri daha kolaylaştırdığı ve grup halinde oynanan eğitsel bilgisayar oyunlarının daha etkili bir öğrenme ortamı sunduğu gözlemlendi. Öğrencilerle yapılan görüşmeler sonucunda, öğrenciler kullandıkları Web 2.0 araçlarını kolay, kullanışlı ve eğlenceli bulduklarını ifade ederek, bu araçlarla dersi daha iyi öğrendiklerini ve diğer derslerde de Web 2.0 araçlarını kullanmak istedikleri sonuçlarına ulaşılmıştır.

Examining Exam Anxiety and Motivation Levels of 7th and 8th Grade Students

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Abstract

During their education life, almost all students are expected to be taught many different courses, to learn the targeted content, and to prepare for the exams of these courses. This situation can sometimes reveal exam anxiety in students as an undesirable problem that affects students' lives for a long time. In the light of the literature, there are not enough studies on measurement and evaluation tools in order to analyze the target audiences in our country. In this relational research model project, it is aimed to determine the effect of the High School Entrance Exam (LGS) factor on the levels of anxiety and motivation in learning English. The study group will consist of 7th and 8th grade students studying at 12 public secondary schools affiliated to the Ministry of National Education in the Zeytinburnu district of Istanbul in the 2022-2023 academic year. In order to collect students' information about their experiences during the period, the "Motivation and Learning Strategies Scale", which was developed by Pintrich et al. (1991), and the "Westside Test Anxiety Scale", which was originally developed by Driscoll (2007) will be used. As a result of the research, "Relational (Correlational) Screening Model" will be used to analyze both the anxiety and motivation levels of two different groups of students, being in the exam period and absent, in learning the target language. It is expected that this data will contribute to the literature, to all teachers, students and parents involved in foreign language teaching.

Keywords: Secondary School Students, Motivation, Anxiety, Exam

***This study is supported by TUBITAK 2209-A Project no: 1919B012112741**

The Relationship between Internet Addiction, Academic Success, and Generalized Anxiety Disorder of University Students

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Abstract

The Internet is defined as a network that enables millions of connections in the world to quickly access and communicate information, communicate under a common protocol, and share resources with each other(Jackson et. al., 2011). Technology and the internet, which make life easier and provide some opportunities when used appropriately, can lead to addiction and have negative consequences when used excessively. In this regard, technology and internet users should be mindful of how they manage their time and process when using technology and the internet, and they should not use it excessively. A study conducted in Turkey in 2015, it was aimed to determine the relationship between the internet addiction levels of secondary school students and their academic performance. According to the findings, Internet addiction has a negative impact on kids' academic performance. It was discovered that as the academic success of students rated academically successful (45 and up in terms of grades) rises, so does their Internet addiction (Türel&Toraman, 2015). The aim of the study is to examine the relationship between internet addiction, academic achievement, and generalized anxiety disorder in university students. With the use of a Google form, data will be collected online from university students in Turkey.

Key Words: internet addiction, generalized anxiety disorder, academic success.

Willingness to Communicate in Middle School Students

Oğulcan Doğan

What is the link between students' skill level and their willingness to communicate, or their "readiness to enter into conversation at a given time with a certain person or individuals", using an L2? is the simple question that this study seeks to address. Understanding the relationship between proficiency and WTC is crucial because instructors all around the globe make a big effort to get their students to interact more in L2. If students' willingness to participate relies (at least in part) on their current proficiency level, this may have an impact on the activities and teaching that are offered in class, especially in required English classes where students tend to be less independent and motivated.

An Overview of the State-of-the-Art AI-Based Systems in Language Education

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Abstract

With today's rapid technological advancements, systems using artificial intelligence (AI) have become widely available to the public. AI systems of today are used for several purposes in many fields such as robotics, image and speech recognition, healthcare, gaming, and education. As the capabilities of machine learning and artificial intelligence increase, its use has become common in language learning. Until the last few years, AI has been mostly used for recognition; however, with the recent developments, generative artificial intelligence systems have become more capable, and they offer many practical implications. As generative AI systems improve, the distinction between AI-based systems in language learning and teaching also gain significance. Therefore, this study aims to provide an overview of AI-based systems in language education by reviewing different types of the use of AI in current systems. Different from other studies, this review aims to draw a more distinct line between AI-based systems in terms of their practical use in language education. The review includes AI-based systems which aim to assist users in various tasks, such as writing assistance such as Grammarly and Quillbot, voice assistance such as Siri by Apple and Google Assistant, chatbots such as Replika, and the latest trend in generative artificial intelligence, ChatGPT (built on top of the GPT-3 large family of language models) by OpenAI. In light of the review, recommendations for researchers and educational practitioners are suggested with suggestions towards the possible practical implications of the AI-based systems included in the review in context of language learning and teaching.

Keywords: Artificial Intelligence, AI-Based systems, Use of Technology in ELT

Investigation of the Effect of Mathematics Anxiety on the Question Solving Skills of **Secondary School Students by Behavioral and Neuroscientific (Optical Brain Imaging) Methods**

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Abstract

Many students regard mathematics as a difficult subject to learn and master in class. A phenomenon known as mathematics anxiety is one of the significant factors contributing to students' difficulties in learning mathematics. Mathematics anxiety is a feeling of unease and anxiety about mathematics that varies from person to person. Understanding the effects of mathematics anxiety levels on students' mathematics performance in class can be the key to assisting students' mathematical mastery. The study's goal is to look into the relationship between students' mathematics anxiety levels and their foundation level math performance, gender and grade level. The main purpose of this study was to determine the behavioral and neurophysiological effects of mathematics anxiety in secondary school students. Participants who will be randomly selected from middle school 6th, 7th and 8-grade students will be invited to TN Neurolab one by one. Basically, the behavior of the participants (such as the number of correct answers/rate and response time) and their neurophysiological projections (with the optical neuroimaging (fNIRS method) will be followed and analyzed in response to the mathematical questions presented in different themes. The aim of this empirical study is to find the factors affecting mathematics anxiety in secondary school students and to determine it with methods that can be objectively described as neuroimaging. Although the primarily targeted output of this study is academic, another goal is to develop a system that examines the level and causes of mathematics anxiety in secondary school students (through subject-based screening). The next step of this project was planned to reduce the mathematics anxiety detected in secondary school students with different methods (eg, mindfulness, metacognition). Recommendations and future potential for this study were further discussed in this paper.

• What is the relationship between middle school students' attitudes towards mathematics, and mathematics achievement?
• What is the relationship between mathematics anxiety and students' mathematics achievement?
• Do middle school students' math anxiety (measured behaviorally) have a significant effect on their math achievement?
• Do the anxiety levels of middle school students show a significant difference with gender?

• Do the anxiety levels of middle school students show a significant difference with grade (6-8) level?

Keywords: mathematics, mathematics anxiety, mathematics performances, gender, grade level,middle school, fNIR.

Investigating the Language Assessment Literacy of EFL Teachers

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Abstract

The main purpose of the current study is to investigate the general and skill-based language assessment literacy levels of EFL teachers working at K12 schools in Turkey and to analyse their needs both in pre-service and in-service years. Considering the purpose of the study, a mixed-method research design was employed. In the 1 st phase of the study, the quantitative data were collected by means of the "Language Assessment Knowledge Scale" by Öztürk (2018), and 272 EFL teachers working at different K12 schools in Turkey participated. The responses were analysed through descriptive statistics and the results showed that the participants' mean score in LAKS was 31.59 out of 60. The mean scores for each skill were found out as 9,5 for reading, 6,74 for listening, 8,24 for speaking and 6,8 for writing over 15. Assessing reading was found as the area the teachers are the most knowledgeable in whereas assessing listening was found as the area the teachers are the least knowledgeable in. In the 2nd phase of the study, semi-structured interviews were conducted with 20 EFL teachers to learn more about the teachers' opinions on language assessment knowledge and their needs. Qualitative findings complemented the findings from the questionnaire by revealing details about the reasons of the participants' scores in LAK scale. In the 3 rd phase, it was aimed to give special attention to the practices of EFL teachers in language testing and assessment, and sample exams provided by participants were examined. The exam practices of the participants provided data about how relevantly the theory is used within the practice. The overall results of the current study indicated that EFL teachers working at K12 schools in Turkey didn't have sufficient knowledge in language assessment and needed further assessment related training throughout both their pre-service and in-service years.

Keywords: Language testing and assessment, Language assessment literacy, language assessment knowledge, EFL teachers in K12 schools

EFL Teachers' Perspectives towards The Effects of Group Work on Students' English Language Speaking Skills

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Abstract

This study investigates the teachers' perceptions about the effects of group work on students' speaking skills. Among the four main skills, the skill that students find the most difficult is speaking. The purpose of this qualitative study is to create a useful resource by conducting the effects of group work on students, based on interviews with EFL teachers. The data collection process will be based on the results of interviews with teachers and the data analysis process will be done by using thematic analysis. The most significant part of this study is to create resources for teachers. We predict that teachers and teacher candidates who do not have enough idea about the subject will benefit from this resource.
In light of all these findings and research, it can be said that teachers' opinions and experiences are mostly positive for the effects of group work on students' English language speaking skills.The positive effects of group work can be observed when the activities are given due importance and prepared correctly, and applied to the appropriate level correctly. Since the most important source of speaking skill is communication, it has been concluded that students' speaking skills can be improved by giving more place to group work in the classrooms.

Keywords: Group work, positive effects, qualitative study

İklim Değişikliğinin Tarıma Etkileri: Matematik Merkezli Bütünleşik STEM Ders Planı Örneği

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ÖZET

Bu çalışmanın amacı bütünleşik STEM eğitimi yaklaşımıyla günümüzün sosyobilimsel konularından biri olan iklim değişikliğinin tarımsal üretime etkisini konu alan, lise seviyesinde bir ders planının tasarlanmasıdır. Bütünleşik STEM eğitimi yaklaşımı, gerçek yaşam problemleri bağlamında bilim, teknoloji, mühendislik ve matematik disiplinlerinden en az ikisinin içerik, beceri ve tutum/inanç bakımından entegrasyonunu içermektedir (Moore vd., 2014). Son yıllarda yapılan araştırmalarda öğrencilerin karar verme becerilerinin ve bilimsel okuryazarlığının geliştirilebilmesi için bütünleşik STEM eğitiminde sosyobilimsel konuların bir bağlam olarak kullanılması önerilmektedir (Owens & Zeidler, 2021; Zeidler, 2016). Sosyobilimsel konular ucu açık, birden fazla cevabı olan ve toplumu ilgilendiren bilimsel konular olarak tanımlanmaktadır ve iklim değişikliği bu konulara bir örnektir (Sadler & Zeidler, 2005). Bu çalışma kapsamında tasarlanan bütünleşik STEM ders planında sosyobilimsel konu olarak iklim değişikliği ve tarıma olan etkileri seçilmiştir. Bunun temel sebebi azalan yağışlar ve artan sıcaklık ortalamaları sonucu iklim değişikliğinin tarıma olan etkilerinin ülkemizde de görülmeye başlanmasıdır (Türkeş, 2009).
Bu çalışmada detayları verilen ders planı, Corlu (2017) tarafından geliştirilen STEM çemgisi ve sosyobilimsel konular temelli eğitim yaklaşımı (Sadler & Zeidler, 2005; Sadler vd., 2017) ile proje tabanlı öğrenme yöntemi kullanılarak tasarlanmıştır. Tasarlanan ders planı 12 haftalık bir sürecin ürünü olup bir grup öğretmen adayı tarafından geliştirilmiştir. STEM çemgisi bilgi temelli bir gerçek yaşam problemi ile başlayıp, bilgi edinme, sınırlamalar, fikir geliştirme, ürün geliştirme, ürünü test etme, ve paylaşma/yansıtma adımlarında oluşmaktadır (Corlu, 2017). Betimsel bir çalışma olan bu çalışmada, tasarlanan ders planı, merkez disiplin olan matematik ve diğer disiplinlerde yer alan kazanımlar, STEM çemgisinde yer alan her bir adımdaki öğretim faaliyetlerinin detayları ve değerlendirme temel boyutlarında incelenecektir. Ders planının tasarlanma süreci devam etmektedir ve konferansta tüm detaylarıyla paylaşılacaktır. Elde edilen sonuçlarla birlikte hizmetiçi ve hizmet öncesi öğretmen adaylarının kullanabileceği iklim değişikliği bağlamında hazırlanmış bir bütünleşik STEM eğitimi ders planı paylaşılmış olacaktır.

Anahtar kelimeler: Bütünleşik STEM eğitimi, iklim değişikliği, sosyobilimsel konular

English Language Teachers' Beliefs on Integrating Interculturality into ELT Materials

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Abstract

This study covers the beliefs of English language teachers on the integration of interculturality into ELT materials that are being used in EFL classrooms. The purpose of this study is to deeply understand the beliefs, selections, and tendencies of the teachers about integrating culture into language learning and teaching. For these reasons, the literature about materials development as an area of English language teaching, interculturality, and the importance of intercultural communicative competence (ICC) is covered in this study. For reaching the selections and beliefs of English teachers about the topic, interviews and observations are used. Both for the observations and interviews, the participants are informed and the schools of the classes that observed are informed about the study. The findings of the study declare that approximately 5 teachers find beneficial interculturality and integrate to their classroom materials, 5 of the teachers find beneficial but they cannot integrate to their classroom materials because they are not aware of how important is ICC and finally, 1 teacher declared that to them, it is not necessary to integrate interculturality into language learning materials. In conclusion for most of the teachers, interculturality, intercultural communicative competence and the materials that represents culture is crucial for English language learning.

Keywords: Materials, materials development, interculturality, intercultural communicative competence.

The Feedback Types given to Lesson Plans in Online Laboratory School

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ABSTRACT

The purpose of the study is to examine the feedback types to lesson plans given by supervisors to preservice mathematics teachers (PSMTs) in a University- based Online Laboratory School (OLS). The OLS was founded during the Covid-19 pandemic aiming to provide online internship experiences. In the mathematics program for Spring 2022, there were 22 PSTMs who planned and implemented 6th-grade middle school mathematics lessons for 8 week period?, and there were two supervisors who gave feedback on PSMTs'lesson plans. The data was gathered from written lesson plans and semi-structured interviews conducted with one particular supervisor and a group of PSTMs. Content analysis was used as the method of analysis for the lesson plans and transcriptions of the interviews. We examined the types of feedback given to the plans and what the effects of given feedback on PSMTs' lesson planning process were. We found that there were five different feedback types given and the supervisor's most frequent feedback was related to the "mathematical content" type. The analysis of the interview data revealed that the reasons why the supervisor gave a certain feedback statement were understood by the PSTs. The 8-week internship with OLS provided many opportunities for PSTs. More particularly, there was communication between the supervisor and the PSTs in an online environment which resulted in the improvement of lesson plans.

Keywords: preservice mathematics teachers, lesson plans, feedback, online teacher education,
mathematics.

Fueling the Flames of Relationship Anxiety as a Response to Emotional Abuse Experience: The Mediating Role of Rumination in Emerging Adult Women

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Abstract

Emotional violence is an important threat because of the short and long-term adverse effects it can leave on the exposed person. Especially in dating relationships, people can be quite vulnerable to emotional violence if they have ruminative tendencies, which may further create relationship anxiety. The bivariate associations between emotional dating violence victimization, rumination, and relationship anxiety have been documented, yet, there has been no research investigating those three in a model, particularly among emerging adults in Turkey. Thus, this research intended to investigate the mediating role of rumination in the association between emotional dating violence victimization and relationship anxiety. Four hundred sixteen women between 18 and 30 (M = 22.55; SD = 2.61) in a previous or current dating relationship participated in our research via an online questionnaire accessed through social media. We used the Marriage Anxiety Scale (Çelik & Erkilet, 2019), Ruminative Thoughts Style Questionnaire (Karatepe, 2010), and the Emotional Violence Exposure Scale (Eskici & Tinkir, 2019) to collect data. Mediation analysis was performed via PROCESS (Model 4, Hayes, 2018, version 4.2), an add-on macro for SPSS, to test the hypotheses. We supported our first hypothesis that emotional violence exposure was a significant predictor of ruminative thoughts, [β = .306, t(414) = 66.124, 95% CI (.232, .381)]. We also supported our second hypothesis that emotional violence exposure significantly predicted relationship anxiety, [β = .156, t(413) = 64.058, 95% CI (.109, .203)]. We found a direct effect from ruminative thoughts to relationship anxiety [β = .178, t(413) = 64.058, 95% CI (.121, .235)], which also supported our third hypothesis. Finally, our indirect hypothesis was significant [β = .055, 95% CI (.036, .078)]; women who experienced more emotional violence exposure had more ruminative thoughts in their relationships and thus were more prone to anxiety about new romantic relationships. The findings were discussed from the perspective of ruminative thoughts, and suggestions were offered to advance research on dating violence, ruminative thoughts, and relationship anxiety. A first look at the findings implied that emotional violence, like other dating violence types, may lead to difficult experiences for the exposed. We outlined some guidelines for the practical implications of the findings.

***Keywords*:** emotional violence, ruminative thoughts, relationship anxiety, women studies

PARENT-CHILD RELATIONSHIP DYNAMICS OF EMERGING ADULTS ON DEPRESSION AND SELF-ACTUALIZATION

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Abstract

This study tried to examine the emerging adults' depression and self-actualization level in regarding of their perceived parental relationship during childhood in Turkey Emerging adults are defined who leave their family home but also take support from their parents indicating a great deal of autonomy and psychological health in Europe (Arnett, 2000 as cited in Chisholm & Hurrelmann, 1995). However, they mostly do not leave their family home in Turkey (Işık Akın et al., 2020). Therefore, parental acceptance/rejection will have an impact on their adult life. Parental acceptance or rejection can be identified with some indicators such as warmth, affection, interest, support, or physical verbal aggression, unresponsive attitudes towards the child's needs, and showing reckless behaviors (Rohner, 2005). In total, 117 participants were taking the survey which has three different inventories and lastly demographic questions. Analysis of correlation over warmth dimension indicated that the gender differences among parents have a different kind of effects on the individual's level of self-actualization or depression. However, parental rejection for father short index showed that there is a significant relationship with depression. Unexpectedly, depression and self-actualization did not imply any kind of correlation.

Keywords: Parental Acceptance-Rejection Theory, self-actualization, hierarchy of needs, depression, undifferentiated rejection, hostility/aggression, indifference/neglect, warmth/affection, depression

Why Flamingos Are Dying? Designing an Integrated STEM Lesson Plan in Climate Change Context

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Abstract

Integrated STEM education aims to develop future generations' knowledge, skills, and practices to make informed decisions on the complex problems of the 21st century (Moore et al., 2014). Integrated STEM approaches involve integrating at least two disciplines of science, technology, engineering, and mathematics in a real-life context (Moore et al., 2014). Recent studies suggest contextualizing integrated STEM lessons in socioscientific issues to improve students' decision-making, argumentation, and scientific literacy skills (Owens & Zeidler, 2021; Zeidler, 2016). Socioscientific issues are those related to science and society, open-ended, lack clear-cut solutions and have several ties to ethical, moral, and political aspects (Sadler & Zeidler, 2005). Genetically modified foods, vaccination, and climate change are some examples of socioscientific issues. In the present study, we contextualized the lesson plan in a local socioscientific issue and focused on how the drought affected the flamingo population in central Turkey - Salt Lake.

The aim of this research is to design an integrated STEM lesson plan in the context of a local socioscientific issue. The lesson plan was designed by a group of preservice teachers as an outcome of a 12-week-long process. The preservice teachers utilized STEM learning cycline developed by Corlu (2017) and socioscientific issues-based and project based learning approaches (Sadler & Zeidler, 2005; Sadler et al., 2017). Based on a real-life problem, the STEM learning cycline involves the steps of fact-finding, ideation, constraints, product development, refinement, and dissemination and reflection. In this descriptive study, the designed lesson plan will be examined in terms of each of the STEM learning cycline steps. Since the authors are still working on the lesson plan design, the completed version will be shared at the conference. The lesson plan is believed to provide an example of an integrated STEM lesson plan in socioscientific issue context for preservice and in-service teachers.

Keywords: Climate change, Integrated STEM education, Socioscientific issues

The Effects of DERSDEM BIREBIR Tutoring Project on the Social and Academic Development of Disadvantaged Secondary School Students

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Abstract

Volunteer tutoring projects are quite common all over the world. The main purpose of these projects is to provide academic support to students in need. DERSDEM BIREBIR is a volunteer tutoring project carried out by the University within School club at Mef University, which provides academic support to students in need in 12 different cities of Turkey. This research was conducted to investigate the effect of DERSDEM BIREBIR on the social and academic development of students and to prove the results with concrete data. The study hypothesized that DERSDEM BIREBIR may have positive effects on students' both academic and social development. The research consists of three different participant groups students who participated in the project for at least one semester, their parents, and teachers. 17 teachers, 35 parents, and 31 students participated in the research. Totally, 83 participants participated in the research. The data of the study were collected through the online survey sent to the participants. This research is qualitative since the findings of this research were indicated not with numerical data. The results of the research support the hypothesis. As a result of the research, it was concluded that the DERSDEM BIREBIR project had a positive effect on the social and academic achievements of the students as a common result from the data obtained from three different participant groups.

Keywords: Tutoring, academic development, social development

An Investigation into Parental Involvement in English Language Learning at the Elementary School Level

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Abstract

The role of parental involvement in English language learning is still a topic of ongoing research at various levels. The aim of this study is to determine the levels of parental involvement in English language learning at the elementary school level, and to understand the extent to which these levels of involvement are associated with participants' educational background, income level, gender, and age factors. The current study involves 275 participants who are the parents of students enrolled in grades 1 to 4 at a public primary school located in Ankara. To understand and determine the level of parental involvement, this study adopted the questionnaire exploring "Parental Involvement" which is adapted by Kalaycı & Öz (2018) from Mahmoud's (2018) survey that includes 29 items. The gathered data were analysed using descriptive statistics, independent sample t-test, and one-way ANOVA methods. The findings suggested that participants tend to exhibit a moderate level of involvement in all three sub-dimensions (M= 3,68, SD=.57). Looking at the results, no significant difference was found between parental involvement and demographic factors such as age, gender, English proficiency level, and educational status in general (p>o,o5). However, in several categories small variances was found in terms of education level, income level and level of English proficiency.

Keywords: English language education, parental involvement, elementary school

The Effects of Parents' Educational Background and Interest in English on the FLL of K-12 Students

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Abstract

This study examined the effects of parental educational background and level of interest in English on children's foreign language learning processes. Parental education background and their level of interest in English are of great importance and influence on students' foreign language learning. The study was conducted with K 12 students and the age range is 9-17. A total of 29 students participated in the study, of which 16 were girls and 13 were boys. The research was based on the qualitative method and the researcher prepared a questionnaire to collect data for the students. There were a total of 8 questions in the survey, and all of the questions were mandatory. To get to know the students and learn about their parental educational background, demographic questions were added to the survey. Six questions were aimed at determining the level of interest of students' parents in English. The last two questions were open-ended. These two open-ended questions were asked to learn the English exam results of the students and to evaluate the effect of the parent's interest in English on the foreign language learning process of the students. The data were interpreted with the frequency analysis method. As a result of the study, it was concluded that the children of parents who have a high parental education background and are willing to learn English are quite successful in their foreign language learning processes.

Keywords: Parents, educational background, interest, English

Individual Differences in Lexicogrammatical Knowledge in L1: An Obstacle in L2 Learning?

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Abstract

Lx is a complex, frequency-driven journey based on various cognitive capabilities (e.g., abstraction, pattern recognition, memory). From a usage-based perspective, L1 or L2 learning are not that different, and have many similarities (Dabrowska 2017). Contrary to the conventional wisdom that all L1 speakers master their L1, there is ample evidence that L1 speakers exhibit pervasive individual differences (IDs) in their lexicogrammatical knowledge due to differences in print exposure and IDs in cognitive machinery (Kidd et al. 2018). L2 learners with high print exposure outperform L1 speakers with low print exposure on lexicogrammatical tasks (Dabrowska 2019). There is also 50 years' worth of research showing that IDs (e.g., print exposure, metalinguistic awareness) in L1 predict L2 learning success and L2 anxiety levels (Sparks 2022). This paper first outlines a survey of research showing the influence of L1 on L2 success, then it reports the results of a piloted experiment. The experiment found that a battery of Turkish print exposure measures weakly predicted scores received on an English writing essay (r= .20, n=25). The paper suggests three potential ways to reduce L1 ID interference and to diminish the deterministic nature of L1 interference: a) fostering of reading habits in L1 and L2, b) recycling of conventional utterances in L2, c) implementing language aptitude tests at the beginning of L2 classes.

Keywords: individual differences, second language teaching, usage-based approaches, print exposure effects

The Relationship between Perfectionism, Self-Acceptance and Gender with Depression in Emerging Adults

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Abstract

The aim of the research is to investigate the relationship between perfectionism, self-acceptance, and gender with depression in emerging adults. It was examined to what extent the perfectionism and self- acceptance of emerging adults were related to their depression and whether this differed by gender. In this correlational study, it was hypothesized that there would be a positive relationship between depression and perfectionism (1), a negative relationship between perfectionism and self-acceptance (2), and female participants would have higher depression and perfectionism scores, and lower self-acceptance scores than male participants (3). Participants were selected by convenience sampling method and data were collected through an online survey from 123 participants aged 18-29. In this survey, the Demographic Information Form, Frost Multidimensional Perfectionism Scale (FMPS), Unconditional Self-Acceptance Questionnaire (USAQ), and Beck Depression Inventory (BDI) were used respectively. The results of the study showed that there is a positive correlation between depression and perfectionism, and a negative correlation between perfectionism and self-acceptance. In addition, the study also confirmed that women have higher depression scores than males. However, it could not be confirmed that self-acceptance was lower in women and perfectionism was higher in women. The limited number of studies in the literature on the variables in the study and the small number of participants in the study limited the study.

Keywords: Depression, perfectionism, self-acceptance, gender

How to Teach Python for Translators Online: A Case Study

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Abstract

Globalization, internationalization, a pandemic, and many other elements have resulted in a huge transformation of the education field. Many conferences that were in-person are now hybrid, some modules taught exclusively at university campuses are now held over Zoom, and we have seen a great move to the online world in many different areas. Higher education institutions have also followed this trend, and it is here where universities that have been 100% online since its inception have some advantage and additional experience. Some topics are easier to follow online than others. For instance, theoretical modules may be easier to dictate online, but programming and computer science courses may be trickier. In this study, we present how we teach the programming language Python for natural language processing tasks at an undergraduate and postgraduate level at Universitat Oberta de Catalunya. More specifically, we train translators (people with linguistics knowledge but no programming knowledge) on how to code, develop Python programs and conduct natural language processing tasks. This is a tough endeavour if conducted in-person, which becomes even more difficult if done online. Through a series of Forum posts and step-by-step tutorials via Google Colaboratory notebooks, we make the students understand how to code and become Language Engineers.

Social Anxiety, Self-Compassion, and Perceived Social Support: Comparison of High School and University Students

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Abstract

Social anxiety disorder is a mental illness that begins at a young age and affects one's daily life. Previous studies on social anxiety did not include high school and college students together. This study aims to examine whether self-compassion and perceived social support affect social anxiety by collecting data from high school and university students. Separate google forms were prepared for high school and university students and they were asked to answer the survey questions. Liebowitz Social Anxiety Scale (LSAS), Self-Compassion Scale (SCS), and Multidimensional Scale of Perceived Social Support (MSPSS) were used. Although there was a relationship between social anxiety and self-compassion, no relationship was found between social anxiety and perceived social support in the sample of university students. In the high school sample, a relationship was found between both independent variables and social anxiety. Additionally, a relationship was found between perceived social support and self-compassion in both samples. In future research, limitations such as equality of sample sizes and reaching students under equal conditions can be considered.

Keywords: Social anxiety, self-compassion, social support, high school students, university students

Matematik ve Fen Bilimleri Merkezli Bütünleşik STEM Ders Planlarının Değerlendirilmesi

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Bu çalışmanın temel amacı hizmet içi fen bilimleri ve matematik öğretmenleri tarafından geliştirilmiş olan ders planlarının STEM ders planı rubriği ile değerlendirilmesidir. Bütünleşik STEM eğitimi yaklaşımı gerçek yaşam problemleri bağlamında fen bilimleri, teknoloji, mühendislik ve matematik disiplinlerinden en az ikisinin entegrasyonunu içermektedir (Moore vd., 2014). Yapılan çalışmalar bütünleşik STEM eğitiminin, gelecek nesillere yirmi birinci yüzyılın karmaşık problemlerini çözme becerilerini kazandırmak konusunda önemli katkılar sağladığını ortaya koymuştur (Roehrig, 2021). Dolayısı ile hizmet öncesi ve hizmet içi öğretmenlerin bütünleşik STEM yaklaşımı konusunda bilgi ve becerilerinin geliştirilmesi ve öğretmenlere STEM eğitimi materyallerinin sağlanması oldukça önemlidir. Betimsel bir çalışma olan bu bildiri kapsamında, Bahçeşehir Üniversitesi BAUSTEM Merkezi tarafından yürütülmekte olan bir mesleki gelişim programı kapsamında hizmetiçi öğretmenler tarafından STEM çemgisine (Corlu, 2017) dayanılarak geliştirilmiş olan fen bilimleri ve matematik merkezli bütünleşik STEM ders planları incelenmiştir. Bu ders planlarının değerlendirilebilmesi amacıyla BAUSTEM araştırmacıları tarafından proje tabanlı öğretim ve disiplinler arası öğretim yaklaşımlarına dayandırılarak geliştirilen STEM Ders Planı Rubriği kullanılmıştır (Corlu, 2017). Bu rubrik BAUSTEM mesleki gelişim programları kapsamında beş yılı aşkın süredir binlerce öğretmen tarafından kullanılmış ve test edilmiştir. STEM Ders Planı Rubriği, ders planlarını farklı kategorilerde ve dört farklı düzeyde inceleyen analitik bir değerlendirme rubriğidir. Bu kategoriler şunlardır: Hedef kazanımlar, kullanılan materyaller, kaynaklar, bilgi temelli hayat problemi, bilgi temelli hayat problemi ve sınırlamaların sunumu, bilgi edinme, fikir geliştirme, ürün geliştirme, test etme, paylasma ve yansıtma, düzen ve kullanılan dil. Rubrikte yer alan dört düzey ise şunlardır: Kabul edilebilir seviyenin altında, geliştirilmesi gerekir, kabul edilebilir, hedefe ulaşılmış. Ders planı değerlendirme süreci bir grup öğretmen adayı tarafından yürütülmektedir ve süreç halen devam etmektedir, elde edilen sonuçlar konferansta paylaşılacaktır. Bu çalışmadan elde edilecek sonuçların paylaşılması ile hizmet öncesi ve hizmet içi öğretmenlere bütüleşik STEM yaklaşımı ile geliştirilmiş olan örnek ders planları ve bu ders planlarının bir rubrik aracılığı ile değerlendirilmesine dair bir örnek sağlanmış olacaktır.

Anahtar Kelimeler: Bütünleşik STEM, Ders planı.

The Relationship between the Technology Competencies of the Teacher Candidates and their Perspectives on the Use of Technology in Education

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Abstract

In the research; In this study, it was tried to determine pre-service teachers' perspectives on technology and their level of using technology. Study; It was held with 120 participants studying at the Faculty of Education of MEF University in the 2022-2023 academic year. In the study, scales developed by Kısa (2002) to measure students' perspectives on technology and by Bayraktar (2015) to measure their ability to use technology for educational purposes were used. While similar studies were carried out in public universities before, they were not carried out in foundation universities. The results of the research to be obtained were different from the results of state universities due to the technological infrastructure of the school where the pre-service teachers 4 studied and the level of integration of technology into education. As a result of the analyzes made from the teacher candidates studying at the Faculty of Education of MEF University; Although the participants' attitudes towards technology are distributed at an average level, it has been concluded that they see themselves as more positive and competent in using technology for educational purposes. In addition, it was observed that there was no significant relationship between their perspective on technology and their ability to use technology. In the study conducted in a public university, it was concluded that although the participants' attitudes towards technology were positive, they did not consider themselves sufficient in terms of using technology for educational purposes.

Keywords: *Perspective on Technology, Pre-service Teachers, Technology Use Skills*

Yabancı Dil Olarak İngilizce Öğreniminde Özel ve Devlet Okullarının Öğrencilerin Dil Edinimi Üzerindeki Etkileri

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Özet

Bu çalışmada, özel okullar ile devlet okulları arasında İngilizce dil ediniminde ve eğitiminde bir karşılaştırma yapılmıştır. Okul tipleri İngilizce dil öğreniminde önemli bir rol oynamaktadır. Devlet okulları bu gereksinimlerin bazılarını karşılasa da, özel okullarla aynı düzeyde ileri dil öğretimi sağlamadığı görülmüştür. Makalede incelenen yaş aralığı 14-15 yaş arası lise hazırlık öğrencileridir. Devlet ve özel okullarda öğrenim görmüş öğrencilerin, İngilizce derslerinin işleniş farklılıkları ve neler olduğu araştırılmıştır. Devlet okullarından 31 ve özel okullardan 20 olmak üzere toplam 51 katılımcı incelenmiştir. Katılımcılar, İngilizce hazırlık programına kayıtlı, anadili İngilizce olmayan lise öğrencileri arasından seçilmiştir. İngilizce dilinin edinilmesinde pek çok faktör etkili olmaktadır. Öğrenim görülen okul türü de bununla birlikte çok önemlidir. Bu araştırmada, okul tipi başlığı altında İngilizce dil edinimini nasıl etkilediği dört farklı kategoride incelenmiştir. Sonuçlar, özel okullardan mezun olan öğrencilerin, özel okulların sunduğu fırsatlardan kaynaklı olarak, okul yönetiminin de etkisiyle ve İngilizceye daha fazla maruz kalmaları nedeniyle okuma, yazma, dinleme ve konuşmada daha iyi olduklarını gösterdi.

Anahtar Sözcükler: Dört beceri, L2, etki, dil edinimi